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ABSTRACT

The report describes the development and monitoring of a procedural due process model for handicapped and gifted students in a large rural school system. It is explained that commercially available materials were used to train administrators and teachers, consistent forms were developed and reproduced for the entire system, and a monitoring process was implemented. The development of a Procedural Due Process Checklist, a Procedural Due Process Personnel Training Program is detailed, and sample copies of each product are included in the appendix. (CL)

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Developing and Implementing
Due Process Procedures
for
Exceptional Children

Mary Lee Armstrong

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Developing and Implementing
Due Process Procedures
for
Exceptional Children

by Mary Lee Armstrong

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requirements of the National Ed.D. Program
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Introductory Practicum
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And my deepest acknowledgment goes to my father, Mr. L. C. Lee, for his early teachings--

the pleasure of work
the joy in striving
the peace in accomplishment

MLA

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CHAPTER ONE

INTRODUCTION

The U. S. Office of Education and the Bureau of Education for the Handicapped have committed themselves to assuring equal educational opportunities for all handicapped children. Of the six objectives developed to guide the implementation of this priority, the one that is of the most concern to local educational agencies is "to assure that every handicapped child is receiving an appropriately designed education."[1] In order to meet this mandate, the exceptional child must have been placed in the special education program according to specific due process procedures.[2]

Judicial intervention into the education of the handicapped child has preceded legislative action. One of the first court cases in which procedural due process in the action taken by schools toward students became an issue was *Madera v. Board of Education of the City of New York* (1967).[3] Earlier court decisions pertaining to the rights of minorities beginning with *Brown v. Board of Education* (1954) provided the impetus for increasing litigation related to the rights of students and the rights of the handicapped.[4]

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[1] Public Law 91-230 (Education of the Handicapped), secs. 601-605, 84 Stat. 175, 176 (1970).

[2] Public Law 94-142 (Education for All Handicapped Children Act of 1975), secs. 601-620, 89 Stat. 773 (1975).

Congressional interests in this area have resulted in The Education for All Handicapped Children Act of 1975, commonly called Public Law 94-142.[5] This law mandates that the federal government become involved in the education of handicapped children by providing excess costs monies directly to state and local educational agencies.

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[3] E. Edmund Reutter, Jr. and Robert R. Hamilton, *The Law of Public Education* (Mineola, New York: The Foundation Press, Inc., 1970), p. 518. A full discussion appears on pp. 30-31.

[4] Ibid., p. 273.

[5] Public Law 94-142 (The Education for All Handicapped Children Act of 1975).

New regulations and guidelines have been designed to accompany Public Law 94-142. The development, implementation and evaluation of these requirements have become a serious problem for many school systems. Even if the administrative staff of a school system is large enough to have a full time administrator to assume this responsibility, insuring that six or seven hundred children have been placed in special education programs according to specific due process procedures is a monumental task.

Due process, the procedural safeguards for exceptional children, is based on the following laws: Public Law 94-142 (Education for All Handicapped Children Act of 1975), Paragraphs (12) and (13) of Subsection (a) of Section 613; Public Law 93-380 (Education Amendments of 1974), State Plan Provisions (Assistance to States for the Education of Handicapped Children); and Family Education Rights and Privacy Act of 1974, Amendments to Public Law 93-380 (The Buckley Amendments).[6]

[6] Special Education Regulations and Procedures (Atlanta: Georgia: Georgia Department of Education, 1976), p. 1.

Public Law 94-142 has already been referred to as the civil rights act for the handicapped child. A comparison of selected provisions of the proposed regulations for Section 504 of the Rehabilitation Act of 1973 and selected provisions of Public Law 94-142 has been published by the National Association of State Directors of Special Education demonstrating the linkages of the Office of Civil Rights to the education of the handicapped children in the nation.[7]

Recent communication from the Bureau of Education for the Handicapped to the Georgia Department of Education has assured the State School Officer that the implementation of Public Law 94-142 will be monitored closely by both the Bureau of Education for the Handicapped and the Office of Civil Rights. National interest groups such as the Council for Exceptional Children and the National Association of State Directors of Special Education have made videotapes, slide/tape presentations and have published materials to assist in the awareness of and implementation of this law.

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[7] Section 504/Public Law 94-142 (Washington, D.C.: The National Association of State Directors of Special Education, 1976), pp. 1-18.

Following the directives of the Bureau of Education for the Handicapped, the Special Education Department of the Georgia Department of Education issued new Regulations and Procedures in October of 1976 that provide suggestions and outline specific procedures or requirements regarding due process.[8] Although not required at this time by the federal government, the Georgia Regulations and Procedures mandate that children placed in special education programs for the gifted also follow the same procedural safeguards as the handicapped.

Assured that monitoring systems will be initiated at both the state and federal level, many school systems are in a quandary as how to proceed. Others question whether the implementation of these rather complicated procedures to gain additional monies and to protect themselves legally just to meet the mandates of the law will prove to be effective in the education of the exceptional child. Therefore, this is a national problem and seems to be of some import.

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[8] Special Education Regulations and Procedures, 1976 For specific data regarding due process see appendix A, pp. 83-96.

CHAPTER TWO

STATEMENT OF THE PROBLEM

Coffee County is located in rural southeast Georgia. It has one of the largest school systems in the area. It serves more than 5,400 students with over 300 professional and 250 nonprofessional personnel. The system has nine schools located on eleven campus sites scattered over a large geographic area. During the 1976-77 school year, the Special Education Program in Coffee County provided direct and/or related services to more than 598 handicapped and gifted children with twenty-two state allotted instructional units.

The Coffee County School System initiated a program for exceptional children during the mid-sixties. Efforts were always made to evaluate and place students in special classes according to state guidelines. However, without careful monitoring and without sufficient services, children were sometimes placed in special education programs or were given psychological evaluations without parental permission. In addition, a number of students remained in special education classes without being reevaluated within the three year period as required by law.

These problems occurred primarily because of the lack of sufficient psychological and administrative services. A full time school psychologist was employed in 1975 to serve the total school population of 5,400. Since the Georgia Department of Education has recommended a 1:3,500 ratio for school psychologist, inadequate services have continued. This has been particularly critical as state and federal guidelines have become more and more restrictive. At the beginning of the 1976-77 school year, more than seventy-five special education students needed reevaluation immediately or before the end of the school term. In addition, over 130 new referrals for psychological services were made before the end of the first month of school.

In the State of Georgia, a local school system must earn forty special education instructional units in order to be eligible for a special education leadership allotment.[1] Since Coffee County Schools earned only twenty-two special education instructional allotments, it did not qualify for a leadership position and had to provide administrative services with local funds.

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[1] Instructional units are teacher allotments; leadership allotments are administrative positions.

During the 1976-77 school year, the Coffee County Board of Education employed an administrator to be directly responsible for the special education program. Prior to this time, the responsibility was assigned to an administrator as an add-on task.

Since the local educational agency had not established a county-wide monitoring or management system for special education, the local administrators (principals) and/or the special education teachers often elected to follow or to modify procedures within the individual schools. Out of the nine schools in the county, initial assessment revealed that none of the schools was in complete compliance with state and federal guidelines concerning the placement of students in special education classes. Attempts had been made during the 1975-76 school year to establish due process procedures for new students referred to the special education program. However, after an evaluation of the student folders, it was obvious that many students were in classes for exceptional children who had not been placed according to due process and steps needed to be taken to correct the situation.

An examination of the school records revealed that two of the schools had complete folders (according to the guidelines issued prior to October of 1976) while seven schools had classes where children might have been placed according to the current regulations but records had been lost. In one junior high school class of twenty-eight mentally retarded students, nine students did not have psychological tests in their folders or files, no parental permission forms for testing or placement were available, and no one knew how the students were originally placed.

Although the State of Georgia has had criteria for placement of children in special education programs for over a decade, the first due process procedures to be included in the Regulations and Procedures were issued in July of 1975.[2] Seventy-five percent of the students placed in the special education program in the Coffee County School System after July of 1975 were placed according to the due process as outlined by state guidelines. However, two hundred and fifty students, who were placed prior to this time, had not followed all of the steps.

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[2] Special Education Regulations and Procedures (Atlanta, Georgia: Georgia Department of Education, 1975).

Another factor to consider was that the procedural safeguards that were in effect when the 1976-77 school year began in August of 1976 were changed by the publication of a new edition of the Special Education Regulations and Procedures[3] by the Georgia Department of Education. It was issued to the local educational agencies in October of 1976. By that time, the new classes for special education had been established for the school year. In addition, some of the requirements or procedures which were new did not become official mandates until after July of 1977. Therefore, in reality, no student placed in a special education program in the Coffee County School System had followed every step of the procedural safeguards and due process procedures as required by law after the publication of the new guidelines.

The purpose of this practicum was to design and implement a monitoring system to insure that each child being served by a special education teachers or in a special education program in the Coffee County School System had been placed according to the due process procedures and to take measures to correct situations where steps had been omitted.

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[3] Special Education Regulations and Procedures (Atlanta, Georgia: Georgia Department of Education, 1976).

CHAPTER THREE

STRATEGIES

Several methods of establishing due process procedures in the system were considered. Commercially available materials were reviewed. The most adequate product was A Free Appropriate Public Education, a multi-media packet published by the Council for Exceptional Children for the Bureau of Education for the Handicapped.[1] This program was developed to help educators and parents to understand the many facets of Public Law 94-142. Included in the package are three captioned filmstrips accompanied by audio tapes, a written script, a copy of the law, and a question and answer booklet concerning major issues of Public Law 94-142. Other laws and suggested resources are referenced in the printed script to help the presentor to locate relevant materials for expanded discussion. The three filmstrip presentations (Introducing Public Law 94-142, Complying with Public Law 94-142, and Public Law 94-142 Works with Children) require approximately twenty minutes for viewing. Therefore, the format suggests three sessions for presentation and discussion.

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[1] A Free Appropriate Public Education for All Handicapped Children (Reston, Virginia: The Council for Exceptional Children, 1976).

Although media productions could be used to establish an awareness of the concepts and legal background of due process, the utilization of these materials would not insure that the procedural safeguards were being implemented. For that reason, another strategy had to be considered.

The contracting of special education consultants from the Georgia Department of Education, the Georgia Learning Resources System, the area Cooperative Educational Services Agency and/or the area colleges, each of which provide special education workshops for teachers and administrators, was proposed. Outside expertise would lend credibility, but the problem of implementation and follow-up would remain.

Developing a handbook with forms and a programmed text was examined. An accompanying slide/tape presentation could be developed to be employed in group and individual training sessions. However, no single strategy would insure that the due process procedures were actually being followed and that steps were being taken to correct situations where omissions had occurred in the placement process prior to 1975 or through neglect after that time.

After careful consideration of the alternatives available, it was decided to utilize a combination of strategies to develop an awareness of the procedural safeguards of due process and to monitor the implementation as guaranteed by Public Law 94-142. The commercial materials (A Free Appropriate Public Education) were used in the training of the administrators and teachers. Consistent forms for the entire system were developed and reproduced for each procedure. In addition, a monitoring process was implemented.

CHAPTER FOUR

REVIEW OF THE LITERATURE

Although political and educational philosophies have historically been considered as separate systems, their relationship is clearly evident in the treatment and education of handicapped individuals. The Greeks were extremely interested in developing a citizenry free of defective people. Therefore, crippled or handicapped members of that day were left out on the hills to perish. This system of elimination of the disabled has been termed the era of extermination.[1]

During the Middle Ages as small independent kingdoms emerged in Europe, the treatment of the handicapped changed in accord with the needs of the culture. Disabled individuals were often provided a measure of safety by the nobles in return for their services as jesters.

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[1] Oliver P. Kolstoe and Roger M. Frey, The High School Work-Study Program for the Mentally Subnormal Student (Carbondale, Illinois: Southern Illinois Press, 1965), p. 3.

This period has been called the era of ridicule.[2] Although ridicule is not considered humanitarian, it was a more positive step than systematic extermination.

With the beginning of the Renaissance, the Roman Catholic Church set the trend of handling the handicapped by caring for them in monasteries and asylums. Because of the institutional care, this period has been called the era of asylum.[3] This age marked a giant step forward in the treatment of the disabled.

Since the monks were often educated men and since many of the asylums were church-affiliated, it was inevitable that over a period of time many of the caretakers attempted to extend education to their charges. This movement became evident during the emergence of the Industrial Revolution. Although the educational programs were primarily contained in the institutions or asylums, the pattern for the education of the disabled was established.

[2] Ibid., p. 4.

[3] Ibid.

For this reason, this age has been called the era of education.[4]

The extension and improvement of education for the handicapped continued. During the twentieth century in the forties and fifties, a definite trend in educational programming for the disabled emerged. Attempts to provide vocational independence have caused this to be entitled the era of occupational adequacy.[5]

Beginning in 1954 with Brown v. Board of Education, the civil rights of individuals and groups as related to education and other areas became an issue in American society. The now famous decision stated:

> In these days it is doubtful that any child may reasonably be expected to succeed in life if he is denied the opportunity of an education. Such as opportunity, where the state has undertaken to provide it, is a right

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[4] Ibid., p. 5.

[5] Ibid., p. 6.

> which must be made available to all on
> equal terms[6]

Although this case was a racial issue in the fifties, it has served as the foundation for the civil rights decisions for the sexes in the sixties and is currently one of the foundation blocks in the civil rights movement for the handicapped. This stage can be termed the era of the right to an education or the era of civil rights for the disabled and/or handicapped.

References to the need for due process procedural safeguards began to appear in the literature in the mid to late sixties. These articles referred primarily to institutionalized individuals such as the mentally retarded (Newman, 1967, Forer, 1970; Cross, 1971).[7]

[6] *Brown v. Board of Education of Topeka*, 347 U.S. 483, 74 Sup. Ct. 686, 98 L. Ed. 873.

[7] Roger W. Newman, *Institutionalization of the Mentally Retarded* (Washington, D.C.: George Washington Univeristy, Institute of Law, 1967); Lois G. Forer, *No One Will Listen: How Our Legal System Brutalizes the Youthful Poor*(New York: John Day Company, Inc., 1970); Betty Cross, "Justice and Protection for Retarded Children and Youth," *Peabody Journal of Education* vol 48 (April 1971): 206-211.

The mentally ill (Sheffer, 1966), the juvenile deliquent (Allison, 1968; Turner, 1969), and/or the legal rights of handicapped individuals who became involved in violations of the law (Allen, 1966; Garabedian, 1970) were common subjects of the rights movement in this period.[8]

As early as 1967, Lloyd M. Dunn, a prominent educator in the field of special education, questioned the efforts of special education programs for the mildly handicapped in a classical article, "Special Education for the Mildly Retarded--Is Much of it Justified?"[9] Dunn made the observation that classes for the educable mentally retarded often served as a dumping ground for any educational misfit and that labeling children as retarded was probably a form of discrimination.

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[8] Thomas J. Sheffer, *Being Mentally Ill: A Sociological Theory* (Chicago: Aldine Publishing Company, 1966); Junius Allison, *The Juvenile Court Comes of Age*. Public Affairs Pamphlet *No. 419* (New York: National Legal Aid and Defender Association, 1968); Kenneth A. Turner *Juvenile Justice: Juvenile Court Problems, Procedures and Practices in Tennessee* (Charlottesville, Virginia: Miche Company, Law Publishers, 1969); Richard C. Allen, "Toward an Exceptional Offenders Court," *Mental Retardation* vol 4 (February 1966): 3-6; Peter Garabedian, *Becoming Deliquent: Young Offenders and the Correctional Process* (Chicago: Aldine Publishing (Chicago: Aldine Publishing Company, 1970).

[9] Lloyd M. Dunn, "Special Education for the Mildly Retarded--Is Much of it Justified?" *Exceptional Children* vol 35 (September 1968): 5-21.

By the early seventies, a number of publications about the rights of the handicapped in the public school had emerged (Abeson, 1972; Blatt, 1972; Ireland, 1971). The fact that a school system could not arbitrarily exclude children because of a handicap was established in *Pennsylvania Association for Retarded Children v. Commonwealth of Pennsylvania* in 1971. A year later, the fact that public schools must provide an education for all children including the handicapped was determined in *Mills v. Board of Education* (1972). At this point, the placement of exceptional children became a national issue.[10]

[10] Alan Abeson, *A Continuing Summary of Pending and Completed Litigation Regarding the Education of Handicapped Children* (Arlington, Virginia: Council for Exceptional Children, 1972); Burton Blatt, "Public Policy and the Education of Children with Special Needs," *Exceptional Children* vol 38 (May 1972): 537-45; Ignacy Goldberg, "Toward Securing the Rights of Mentally Retarded to Public Education in the United States of America," *Slow Learning Child* vol 19 (November 1972): 259-70; Roderick L. Ireland, "Drugs and Hyperactivity: Process is Due," *Inequality in Education* no 8 (June 1971): 19-24; Merle McClung, "The Legal Rights of the Handicapped School Children," *Educational Horizons* vol 54 (Fall 1975): 25-32.

During 1972 and 1973 more than twenty-five publications concerning exceptional children and their rights were printed. The background for the concept of least restrictive environment, which was later mandated by legislation, was introduced by David Sabatino (1972), Burton Blatt (1972), and Fredrick Weinraub (1972). Authors such as Alan Abeson (1973), Frank Ferro (1973), Elaine Trudeau and others(1973), and Lester Mann and David Sabatino (1973) wrote concerning the necessity for procedural safeguards for the handicapped in general. Goldberg (1973) and Rodriquez and Lombardi (1973) promoted the concerns of the mentally retarded.[11]

[11] David Sabatino, "Resource Rooms: The Renaissance in Special Education," *Journal of Special Education* vol 6 (Winter 1972):337-47; Burton Blatt, "Public Policy and the Education of Children with Special Needs," *Exceptional Child* vol 38 (March 1972): 537-45; Frederick Weinraub, "Appropriate Education for All Handicapped Children: A Growing Issue," *Syracuse Law Review* vol 23 (Winter 1972): 1037-58; Alan Abeson, *Legal Change for the Handicapped Through Litigation* (Reston, Virginia: State-Federal Information Clearinghouse for Exceptional Children, 1973); Frank Ferro, "Addressing Children's Needs," *Children Today* vol 2 (November/December 1973): 12-13; Elaine Trubeau and others, *State Laws and Administration Procedures Relating to the Placement of Exceptional Children* (Reston, Virginia: State-Federal Information Clearinghouse for Exceptional Children, 1973); Lester Mann and David Sabatino, eds., *The First Review of Special Education. Volume II* (Philadelphia, Pennsylvania: JSE Press, Inc., 1973): Ignacy Goldberg, "Fifth Minds Lecture: Toward Securing Rights for Education for Mentally Retarded Children and Youth in the USA," *Australian Children Limited* vol 4 (November 1973): 259-70: Joseph Rodriques and Thomas Lombardi, "Legal Implications of Parental Perogatives for Special Class Placement for MR," *Mental Retardation* vol 11 (October 1973): 29-31.

At the same time Bruce Ennis (1973) was expressing a growing interest in the rights of the mentally ill, he was working with Siegel (1973) on issues pertaining to the rights of the juvenile deliquent. Even the rights of the gifted were examined by Levine (1973).[12]

Prior to 1974, the history of legislation for the handicapped was long, detailed and fragmented. The initiation of significant funding assistance to state educational agencies for the handicapped began with Title VI amendments of the Elementary and Secondary Education Acts of 1965. These amendments introduced specific legislation and authorized token appropriations for flowing funds. This legislation was responsible for assisting local educational agencies in project and program development.[13]

[12] Bruce J. Ennis, ed., *Legal Rights of the Mentally Handicapped Volume I* (New York: Practicing Law Institute, 1973); Bruce J. Ennis and Loren Siegel, *The Rights of Mental Patients: The Basic ACLU Guide to a Mental Patient's Rights* (New York: Richard W. Baron, E. P. Dutton and Company, Inc., 1973); Martin Levine, *Social Sciences: Curriculum Guide for Teaching Gifted Students Social Science in Grades Seven Through Nine* (Sacramento, California: California State Department of Education, 1973): ERIC ED 074 679.

[13] Alan Abeson, "Movement and Momentum: Government and Education of Handicapped Children-II," *Exceptional Children* vol 41 (October 1974): 109-15.

Title VI of the Elementary and Secondary Education Act was amended by the 91st Congress in Public Law 91-230 and became Title VI-B, Education of the Handicapped Act. Under Public Law 91-230 teacher training, research, media centers, regional services, child demonstration projects, and early childhood education funding were consolidated in the same bill.[14]

By 1974 the social concept of the rights of individuals had changed from merely providing services to the handicapped to protecting their rights. Public Law 93-380, Education of the Handicapped Act of 1974, reflected the mood of society as seen in the litigation of the past few years. Title VI-B defined the rights of the handicapped to an educational opportunity appropriate to their needs. It also laid the foundation for the development of a national education program for handicapped children designed to override the deficiencies and discrimination against the disabled that had been practiced by most states for well over 200 years.[15]

[14] Ibid.

[15] Public Law 93-380: An Act to Extend and Amend the Elementary and Secondary Education Act of 1965 and for Other Purposes (Washington, D.C.: August 1974).

Closely tied to Section 504 of the Rehabilitation Act of 1973,which guaranteed that the disabled and handicapped could not be excluded from programs supported by federal monies, Public Law 93-380 was the first legislation that dealt with the rights of the handicapped as related to education. It mandated that 1) more federal dollars be provided to state educational agencies to support the development of educational programs for the handicapped, 2) state educational agencies be required to develop comprehensive plans with full service goals for the handicapped, 3) extensive Child Find activities be conducted to locate handicapped children, and 4) due process must be guaranteed in student placement or changes in placement.[16]

A significant report by the Children's Defense Fund, a child advocacy group, entitled Children Out of School in America was published in 1974. According to this document, more than 5.4% of the school age population (7-17) in the country were out of school forty-five days or more per year. This report provided support for future legislation since the vast majority were handicapped.[17]

[16] Ibid.

[17] Children Out of School In America (Cambridge, Massachusetts: Children's Defense Fund, 1974).

One year later Congress passed Public Law 94-142, The Education for All Handicapped Children Act of 1975. This legislation further defined the efforts of Public Law 93-380. It proposed a "free appropriate public education for all handicapped children." The purposes of this act are 1) to see that all handicapped children have an appropriate education available to them within a specified time span, 2) to provide for a monitoring system to insure that this education is provided, and 3) to establish an escalating funding scale to assist states to provide this education free of charge to the parents. This effort was a culmination of the results of litigation and legislation as well as papers and documents published during the preceeding decade.[18]

Public Law 93-380 and Public Law 94-142 have six content areas which affect the development and implementation of special education programs. They include 1) full service goals, 2) priority to unserved, 3) procedural safeguards, 4) nondiscriminatory testing, 5) least restrictive alternative environment, and 6) confidentiality. Each content area was preceded by significant litigation.[19]

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[18] Public Law 94-142.

Due process is covered under the content area of procedural safeguards. The act provided that the state plans specify some of the steps to follow. They include, but are not limited to, the guarantee:

1. to insure prior notice to parents or guardians of the child when local or educational agencies propose to change the educational placement of the child

2. to insure an opportunity for the parents or guardians to obtain an impartial due process hearing, examine all relevant records with respect to classification or educational placement to the child, and obtain independent educational evaluation of the child

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[19] Alan Abeson and other, A Primer on Due Process: Education Decisions for Handicapped Children (Reston, Virginia: State-Federal Information Clearinghouse for Exceptional Children, 1975).

3. to insure procedures to protect the rights of the child when the parents or guardians are not known, or the child is a ward of the state, including the assignmnet of an individual to act as surrogate for the parents or guardians

4. to assure that decisions rendered in the impartial due process hearing required by this act shall be binding on all parties subject to appropriate administration or judicial appeal[20]

These content areas have been further defined by each state. Specific interpretations by the Department of Education of the State of Georgia have been issued in the latest publication of the Special Education Regulations and Procedures in 1976.[21]

Four major legal cases provided for the foundation for including the area of procedural safeguards in Public Law 94-142. The first was *Pennsylvania Association for Retarded Children v. Commonwealth of Pennsylvania*. In the ruling in July of 1971, the court declared that 1) no mentally retarded child could be denied admission to a public school and 2) that no child could have his educational status changed without due process. Full due process, from notifying parents that the child is being considered to the right to a formal hearing and appeal, are guaranteed. An additional ruling made in October of 1971 decreed that the state could not apply any law which would postpone, terminate, or deny publicly supported education to mentally retarded children.[22]

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[20] Public Law 94-142, 1975.

[21] Special Education Regulations and Procedures, 1976. For portions regarding due process, see appendix A, pp. 107-119.

Wyatt v. Stickney, a civil action suit in Alabama, gave further support for federal legislation. The Plaintiffs' Response stressed that there are three basic constitutional provisions that arguably establish a right to treatment:

1. Due Process - Since the mentally handicapped person subject to civil commitment is denied the full range of procedural safeguards available to criminal defendants, fundamental

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[22] Alan Abeson and other, *A Primer on Due Process: Education Decisions for Handicapped Children*, pp. 7-9.

fairness requires that treatment-not merely custody-be the necessary right of every handicapped person committed as stated in the Fourteenth Amendment

2. Equal Protection of the Law - The Fourteenth Amendment prohibits denial to any citizen or group of equal protection of the laws. Classifying certain persons as "mentally handicapped" and subsequently depriving them of their liberty is reasonable only if treatment is provided

3. Cruel and Unusual Punishment - Since civil commitment of a mentally handicapped person without treatment amounts to punishing him for his sickness, such commitment violates the Eighth Amendment[23]

Additional litigation which provided the background for the provision of due process for the handicapped in Public Law 94-142 and Public Law 93-380 was *Arreola v. Board of Education* in Orange County, California in 1968. The court held that:

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[23] Bruce J. Ennis, ed., *Legal Rights of the Mentally Handicapped, Volume I*, 1973.

1. A hearing be provided before placement as required by the due process clause of the Fourteenth Admendment of the U S Constitution. Parents have the right for participation in the placement decisions

2. The I. Q. tests used to determine placement must recognize cultural differences among students[24]

One of the earliest cases, which is repeatedly cited as basic to the development of due process as related to the rights of children and the handicapped, is Madera v. Board of Education of the City of New York. The child had been suspended from school. The parents were required to appear before the superintendent guidance conference for the purpose of making a final disposition of the case. However, the parents were denied the opportunity to be represented by counsel. The court held that denial constituted a loss of personal liberty guaranteed by the Fourteenth Amendment.[25]

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[24] Viola Sierra, "Recent Litigation in the Placement of Minority Children," Annual International Council for Exceptional Children Papers (Chicago: Council for Exceptional Children, 1976): 1-15.

By 1975 and early 1976, the literature was filled with articles and reports related to due process. Summaries of preceding litigation (Abeson and others, 1975), detailed reports on legislation (Wilson, 1975; Healey, 1976), process in testing (Buss, 1975; Taylor and Schwartz, 1975), program development (Crawley and others, 1975; Gilhool, 1976), and the institutionalized (Turnbull and Turnbull, 1975) were a few of the areas covered.[26]

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[25] E. Edmund Reutter, Jr. and Robert R. Hamilton, p. 518.

[26] Alan Abeson and others, *A Primer on Due Process: Education for Handicapped Children*, 1975; George Wilson, "Legal Concerns in Special Education," *Theory in Practice* vol 14 (April 1975): 69-72; William C. Healey, "The Education for All Handicapped Children Act of 1975," *Language, Speech and Hearing Services in School* vol 7 (April 1976): 67-73; William Buss, "What Procedural Due Process Means to a School Psychologist: A Dialogue," *Journal of School Psychology* vol 13 (Winter 1975): 298-310; Edwin F. Taylor and Judah L. Schwartz, "A Due Process for Testing," *National Elementary Principals* vol 54 (July/August 1975): 95; John F. Crawley and others, *Special Education Placement: Issues and Alternatives. A Decision System Module* (Washington, D.C.: Council for Exceptional Children, 1975): Thomas K. Gilhool, "Changing Public Policies in the Individualization of Instruction: Roots and Forces," *Education and Training of the Mentally Retarded* vol 11 (April 1976): 180-88; H. Rutherford Turnbull, III and Ann P. Turnbull, "Deinstitutionalization and the Law," *Mental Retardation* vol 13 (April 1976): 14-20.

During this time, the first references were made to the individual responsibility of educators for carrying out due process. Kastle (1975) recommended that additional tort insurance be secured. Guidelines for Personnel in the Education of Exceptional Children were published by the Council for Exceptional Children, a national professional organization of educators who work in special education. Rutherford Turnbull, a well-known educator in the field, spoke to the issue in his article, "Accountability: An Overview of the Impact of Litigation on Professionals, " which was published in 1975.[27]

Two court decisions, Goss v. Lopez and Wood v. Strickland, rendered by the Supreme Court concerning disciplinary actions in schools added credibility to the implications for educators. School officials and teachers must be aware of and protect the rights of students.[28]

[27] Kenneth D. Kastle, "Tort Liability of Educational Personnel," Educational Horizons vol 54 (Fall 1975): 21-24; Guidelines for Personnel in the Education of Exceptional Children (Reston, Virginia: Council for Exceptional Children, 1976); H. Rutherford Turnbull, III, "Accountability: An Overview of the Impact of Litigation on Professionals," Exceptional Children vol 41 (March 1975): 427-33.

[28] Ronald J. Anson, "The Educator's Response to Goss and Wood," Phi Delta Kappan vol 57 (September 1975): 16-19.

A clear responsibility of American educators to adhere to due process requirements has emerged in the mid-seventies. In the past, decisions exempting a child from school, placing him in a special class, or otherwise changing his educational placement were often made without regard to fair procedures. Traditionally, the children most affected by such arbitrary and capricious decision-making were those who were handicapped or exceptional. However, the views of society have changed toward perserving the rights of all individuals including the handicapped. Political philosophy continues to affect a change in the educational philosophy of the nation. Truly, Public Law 94-142 may be "A Bill of Rights for the Handicapped."[29]

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[29] LeRoy V. Goodman, "A Bill of Rights for the Handicapped," American Education vol 12 (July 1976): 6-8.

CHAPTER FIVE

OBJECTIVES

In order to accomplish this practicum, six behavioral objectives were established. The overall terminal goal was:

1. As a result of this practicum, special education students enrolled in the special education program (N=598) will have been placed in accord with due process by June 30, 1977 as evidenced by student folders and the Procedural Due Process Checklist, which will be verified by the special education teacher and school principal with a 100% success criterion

Objective 1 was designed to make sure that children enrolled in special education classes had been assured the procedural safeguards required by law prior to placement or, at least, by June 30, 1977. It was assumed that students had been placed in programs designed to meet their specific handicaps with 100% accuracy prior to the initiation of the practicum. Originally, a 90% success criterion was **set** to account for situations such as limited psychological services prohibiting children from being re-evaluated within the three year time period as required by law. However, in reviewing student placement, any student located in a special education program not designed to meet his or her specific needs would be removed immediately. Because of the importance of this objective, the success criterion was changed to 100%.

In order to provide minimum services to all exceptional children in the Coffee County School System, the Georgia Department of Education estimates that thirty-five special education units would be needed. However, only twenty-two were allocated. Many children identified as exceptional had to be placed on waiting lists. Meeting the needs of all of the exceptional children in the system was a problem that would require more than $250,000 in local, state, and federal monies to alleviate.

The second objective of the practicum was developed to determine whether the special education teachers and administrators understood the necessity of following the new guidelines and were, in fact, implementing them.

2. As a result of this practicum, the special education teachers (N=22) will be aware of the importance of following due process and will be able to verify that students placed in their program have been provided with the procedural safeguards by June 30, 1977 as evidenced by their student folders and the Procedural Due Process Checklist[1]

The other four objectives dealt with product and process portions of the practicum. They served as the specific guidelines in the development of the project.

3. As a result of this practicum, a Procedural Due Process Packet that has been submitted for internal and external evaluation will be available to administrators and special education teachers by June 30, 1977

4. As a result of this practicum, a continuous

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[1] A test was later proposed to measure the effectiveness of the training program. An 80% success criterion was established.

monitoring system to insure special education students of due process will have been established by June 30, 1977 as evidenced by the Procedural Due Process Checklist, which is verified by the special education teachers and the school principal and filed with the Coordinator of Special Education

5. As a result of this practicum, a model for the implementation and monitoring of due process procedures in a rural school system will be available to other school systems in the area by June 30, 1977, which has been submitted for internal and external evaluation and offered for dissemination, as evidenced by correspondence to area special education coordinators and/or superintendents

6. As a result of this practicum, the Coordinator of Special Education will be able to verify to the Coffee County Board of Education that students placed in the special education program have been placed in accord with federal and

state guidelines by June 30, 1977 as evidenced by a report to the Coffee County Board of Education at the monthly meeting in July of 1977

CHAPTER SIX

PROCEDURES

The first step in initiating the practicum was to obtain the permissions and approvals necessary to conduct the project. Written approval and support was secured from the superintendent, assistant superintendent, and principals who would be involved. Willingness to participate in the development and evaluation of materials was received from the six special education teachers representing different areas of exceptionality and from the observers. In addition, permission was obtained from the Coffee County Board of Education to conduct the work and to present the results at the regular monthly board meeting in July of 1977.

After the approvals and assurances were received, it was possible to proceed with the practicum assured that no one could arbitrarily put an end to the effort before it was finished. The remaining procedures that were utilized in the development, implementation, and evaluation of the practicum can be divided into two measures: product and process.

Product

Before the implementation of due process procedures for special education students and a monitoring system could be adequately initiated, three products had to be developed and evaluated. These consisted of 1) a Procedural Due Process Checklist, 2) a Procedural Due Process Handbook/Packet, and 3) a Procedural Due Process Personnel Training Program.

An ERIC (Educational Resources Information Center) search was made to determine the background information needed and to secure other materials for the development of the products. A CJIE (Current Journals in Education) search was also conducted. Since new federal and state guidelines were being issued periodically, it was necessary to be aware of changes that might need to be included in the final product.

Consultants in the Bureau of Education for the Handicapped were approached for interviews and conferences on the matter. They were helpful in suggesting materials, media productions, and other publications that could be used.

Staff personnel from the Special Education Department in the Georgia Department of Education were interviewed for ideas, suggestions, and comments. They were able to keep the latest federal and state regulation changes available. They were also quite interested in assisting with dissemination and very supportive of the effort.

Area personnel trained in special education from the Cooperative Educational Services Agency, the Georgia Learning Resources System, and Valdosta State College were contacted for suggestions, recommendations, and external evaluation. These individuals provided invaluable services particularly in critiques of draft portions of the three products. One consultant from the area Cooperative Educational Services Agency actually assisted in developing the products and getting the program implemented.

After reviewing the latest federal and state guidelines that were available and the pre-existing media productions that could be utilized and/or adapted to meet the needs of a basically rural community, the three products (Procedural Due Process Checklist, Procedural Due Process Handbook/Packet, and Procedural Due Process Personnel

Training Program) were designed.

1. Procedural Due Process Checklist[1]

The first draft of the Procedural Due Process Checklist was basically a classroll with spaces to check whether the information required by federal and state mandates was available. This draft was based on the Special Education Regulations and Procedures (1975) and was out of date within a month after it was developed. However, it had already been issued to special education teachers in the system to be used for the initial data gathering.

After the first draft of the checklist had been submitted, a group of six special education teachers from different areas of exceptionality (mental retardation, learning disabilities, hearing impaired, speech impaired, hospital/homebound, and gifted) within the system met to evaluate the forms and to make recommendations for improvement. These individuals also met to provide feedback when the final product was prepared.

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[1] See initial drafts in appendix B, pp.98-104. Final draft is appended in appendix B, pp. 105-108.

In addition to internal observer feedback, the Procedural Due Process Checklist was submitted to three special education professors at Valdosta State College, the director of the Georgia Learning Resources System, and four staff members of the area Okefenokee Cooperative Educational Services Agency for evaluation. Five modifications were made based on their suggestions before the final draft was prepared and the final product reproduced.

Although the final Procedural Due Process Checklist contains the information that is currently required, there will probably have to be yearly revisions for a time until the federal and state guidelines have been clearly and firmly established.

2. Procedural Due Process Handbook/Packet[2]

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[2] A copy of the Procedural Due Process Handbook/Packet is included in appendix C, pp. 109-160.

The Procedural Due Process Handbook/Packet was developed in much the same manner as was the Procedural Due Process Checklist. Local special education teachers worked to evaluate the initial draft and to provide suggestions for inclusion in the final product.

Forms provided in the Special Education Regulations and Procedures (1976) issued by the Georgia Department of Education were used but were modified. Using the Spache Readability Formula,[3] it was determined that the recommended forms were written on a seventh and eighth grade reading level. Since the general population in Coffee County has many citizens who cannot read at this level, the forms were re-written at a fourth and fifth grade reading level. A lower reading level could have been achieved, but some of the technical language required by law prevented further simplification.

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[3] Robert M. Wilson, Diagnostic and Remedial Reading for Classroom and Clinic (Columbus, Ohio: Charles E. Merrill Publishing Company, 1972), pp. 91-93.

Line drawings were used to make the handbook more attractive for teachers and administrators and to limit lengthy pages of written material. At first, it was projected that the Procedural Due Process Handbook/Packet would contain the legal ramifications of Public Law 94-142, as well as, the specific forms and procedures to follow. Upon the advise of the internal and external observers and evaluators, it was decided to limit the legal background to the personnel training sessions and not to clutter the written material with information that was not essential for implementing the procedures. In addition, since the model was to be institutionalized in the local system and would be available from year to year, it was decided that the training program could provide the legal concepts for new teachers and administrators in the system.

The draft of the handbook was submitted to the external observers at the Cooperative Educational Services Agency, the Georgia Learning Resources

System, and Valdosta State College for comments and critique. Extremely favorable remarks were received and requests for copies of the material for dissemination throughout the area were made. Four suggestions made by these individuals were incorporated in the final product.

During the time the handbook was being developed, a state-wide Needs Assessment Team consisting of representatives of the Georgia Department of Education and specialists in the field of special education was in the area conducting an evaluation of the special education programs. The handbook was submitted to this group for evaluation. Three changes were made based on their recommendations.

Once the final copy had been developed, it was reproduced in sufficient quantity for each special education teacher and administrator to have a copy. An additional copy was made to place in the school libraries throughout the system. Forms to be utilized in the process were reproduced and distributed to complete the packet.

3. Procedural Due Process Personnel Training Program[4]

The training program for the administrators and the special education teachers in the system was scheduled during the summer planning months and later expanded when the project was fully approved. The original plan proposed 1) two group training sessions, 2) a minimum of three individual conferences, and 3) periodic feedback and comments through the school mail. This format was utilized for the administrators and the special education teachers from the whole system including the system-wide staff.

Consultants from the area Cooperative Educational Educational Services Agency and the Georgia Learning Resources System assisted in developing the training program and in the actual presentations.

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[4] For additional information concerning the Procedural Due Process Personnel Training Program, see appendix D, pp. 161-173.

The training programs for the twenty-four administrators were scheduled and held during regular monthly Administrative Staff Meetings. Each session lasted approximately forty-five minutes and was followed by a fifteen minute question and answer period. The two sessions were held on September 27, 1976 and March 29, 1977. All of the administrators participated. The major items included on the agenda of the first meeting were:

a) An explanation of due process procedures

b) A discussion of the legal aspects of compliance and non-compliance

c) An explanation of procedures for old and new student placement

d) A distribution of a sample of the Procedural Due Process Checklist

e) An announcement of the date for the initial report by the special education teachers (October 1, 1976)

During the second group session for administrators, the overall agenda centered around:

a) A presentation of a filmstrip (Introducing Public Law 94-142) from the A Free Appropriate Public Education with the accompanying audio tape

b) A discussion of Verification sheet and an announcement of the due date (May 30, 1977)

c) A review of the status of compliance within the system

d) An announcement of due date for final reports (May 30, 1977)

e) An administration of a test at the beginning and end of the session on concepts of due process

f) A discussion of the local, state, and federal monitoring systems for compliance with due process procedures

The training test was developed and administered to evaluate the awareness of the trainees as to the basic concepts of due process and to be used as the basis for additional training in subsequent conferences and training sessions.[5] The items on this instrument were submitted to the external observers for evaluation prior to utilization.

An evalatuion sheet was used to have the trainees evaluate the presentations. Data gathered from this instrument were employed in designing further training sessions.[6]

Individual conferences were scheduled with each principal to keep him advised of the progress or problems with establishing due process

[5] A copy of the test is contained in appendix D, pp.162-3.

[6] A copy of the evaluation sheet is in appendix D, p. 164.

procedures in his school. The approach that was used was that the participant was there to help and would like his support and assistance in gathering information and seeking compliance. A log of the dates and brief comments was kept.[7]

The training program for the twenty-four special education teachers was similar to the workshops for the administrators. The activities were more comprehensive and more detailed. The sessions were held on August 25, 1976 and March 8, 1977. Each lasted for 2½ hours. The test and evaluation sheet that were used with the administrators were also used with the special education teachers.

The agenda of the first training session for special education teachers included:

a) A detailed, step-by-step explanation

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[7] For forms and a sample of an administrator's logs, see appendix D, pp. 165-169.

c) An announcement of the due date for Verification Sheet (May 30, 1977)

d) A distribution and discussion of the final draft of the Procedural Due Process Checklist

e) An announcement of the due date for submission (May 30, 1977)

f) A discussion of local, state, and federal monitoring procedures

g) An administration of the training test on the concepts of due process

Group sessions were followed with individual conferences with the teachers and periodic feedback through the school mail. A minimum of three conferences were scheduled with each teacher. Training session test data were used to re-teach or to emphasize the major points missed. A log of the dates and brief comments was maintained.[8] After reviewing the initial Procedural Due Process Checklist, the teachers who had demonstrated the most difficulty with obtaining the required information were scheduled first. Two or more visits were made to each teacher to evaluate student folders and to assist in securing the information needed.

Process

Implementing and monitoring the practicum was established in the following manner:

1. Special education teachers attended the Procedural Due Process Personnel Training Program. During the work sessions each teachers was provided with a copy of the Procedural Due Process Checklist and each step in the process of completing the form was reviewed. At the end of the discussion, a deadline of October 1, 1976 was announced for the first submission.

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[8] Forms and a sample of a special education teacher's logs are appended in appendix D, pp. 170-173.

2. After the checklist was submitted by each teacher, it was reviewed to determine if the necessary permissions, forms, tests, and other materials were up to date or needed further implementation. For example, a parental permission form may have been missing or a psychological report may have needed up-dating.

3. Teachers were provided with feedback and principals were advised of the specific steps to be taken for each child to insure that due process procedures had been followed.

4. Follow-up sessions with teachers were scheduled and implemented at three week intervals, particularly for those who were slow in obtaining the necessary materials for compliance.

5. The Procedural Due Process Checklist was returned to the teachers to be up-dated and resubmitted in February for evaluation. This form was also collected at the end of the year as a part of each teacher's final report

on the status of the class. This provided the system with the location and status of each exceptional child.

6. Monitoring the due process procedures for new students was not a real problem. Each principal, special education teacher, and counselor had a set of procedures to follow with varied check points. The referral forms with parental permission for testing and evaluation must have been obtained before the school psychologist would administer any tests. During the coming year (1977-78), other steps such as vision and hearing screening will have to be taken prior to the psychological evaluation.

   Parents were invited to participate in the placement meetings. To satisfy the new regulations in the subsequent years, the parents will be asked to participate in the development of their child's Individual Educational Plan (IEP) during this meeting.

If the parents were unable or unwilling to attend, the results of the placement committee meeting were sent to the parents and permission for placement was obtained prior to the provision of any services. A copy of the minutes of the placement committee meeting was placed in the child's file and the necessary information was transferred to the individual special education teacher's Procedural Due Process Checklist. Teachers made the additions and submitted them to the Coordinator of Special Education for the system files. The Verification Checklist and Verification Sheet[9] contained all of the information needed to up-date the system records.

During the 1976-77 school year, no changes were made in a child's educational placement without parental permission and without the change having been the results of the recommendation of a placement committee meeting. This practice fulfilled the mandates of the state and federal guidelines and enabled the monitoring procedures to be fully implemented.

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[9] See the Procedural Due Process Handbook/Packet in appendix C, pp. 149-150.

7. Two forms, the Verification Checklist and the Verification Sheet, were devised to be signed by the special education teacher and school principals signifying that each student placed in a special education class had been afforded procedural due process. These forms were submitted to the Coordinator of Special Education and placed on record for future reference should the need arise.

During the 1976-77 school year, these forms were submitted upon placement for new students and at the end of the year for students who had been in the special education program for the entire year. Principals and teachers were advised that in submitting these forms that they accepted full responsibility for having followed the procedural guidelines as outlined in the handbook and on the Verification Checklist.

8. Dissemination presentations of the practicum model were planned and handout materials consisting of the handbook, forms, and evaluation sheets were developed. Transparancies were made of the handbook and forms for easier demonstration. Letters were written to the area special education coordinators, superintendents, and other special education consultants in the area offering to provide the presentation for their special education teachers and other system personnel. Inservice and workshop programs were scheduled on an individual basis.[10]

   Similar information was provided to the Special Education Department of the Georgia Department of Education and consultative services were offered. Workshops were also offered to the Georgia Learning Resources System which ties into a resource network which covers the state.

   An article concerning the practicum and the resulting product and process was submitted

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[11] For additional information concerning dissemination, see appendix E, pp. 174-177.

to the Georgia Confederation, the state newsletter for the Council for Exceptional Children. The same information was provided to local news agencies.

9. The final step in the process portion of the practicum was to gather and analyze the data and to write the practicum report. The results were presented to the Coffee County Board of Education in the form of a memorandum for consideration at the regular monthly meeting in July of 1977.[11]

The total package was included in the Annual Plan for Special Education submitted under Part B of the Education of the Handicapped Act to the Georgia Department of Education. After Public Hearings, this plan including the portions concerning due process became local Board Policy for Special Education in the Coffee County School System on August 26, 1977.[12]

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[11] For a copy of the memorandum, see appendix F, p. 197.

[12] According to Public Law 94-142, local Annual Plans serve as local Board Policy for Special Education.

CHAPTER SEVEN

RESULTS

In order to evaluate the practicum, specific procedures designed to measure the objectives were presented in the original proposal. Each step was carefully followed to determine the effectiveness of the model.

Objective 1 was designed to make sure that children enrolled in special education classes in the system had been assured the procedural safeguards required by law. Five student folders were randomly selected from the files of each of the twenty-two teachers to determine whether the necessary forms and other information were available and current. A criterion of 90% for success was originally established to provide leeway for inadequate psychological services. This criterion was later changed to 100% because of the importance and legal ramifications of this measure.

Student folders were divided into three classifications for evaluation. They were 1) students placed in special education programs prior to 1975-76 school year, 2) students placed in special education programs during the 1975-76 school year, and 3) students placed in special education programs during the 1976-77 school year. Each category represented a different set of check points or items to be checked.

1. For students placed in special education programs prior to the 1975-76 school year, the following items were checked:

   a) Current psychological reports

   b) Parental permission for placement

   c) Verification Sheet signed and submitted

2. For students placed in special education programs during the 1975-76 school year, the following items were examinded:

   a) Current psychological reports

b) Parental permission for placement

c) Minutes of the placement committee meeting

d) Verification Sheet signed and submitted

3. For students placed in special education programs during the 1976-77 school year, the following items were evaluated:

a) Current psychological report

b) Date parental notification and permission for evaluation was sent

c) Date parental permission was received

d) Date referral to school psychologist was made

e) Date test scheduled

f) Date parental notice of testing sent

g) Date tested

h) Date test report returned

i) Date and copy of letter advising parents of the placement committee meeting

j) Date parental notice returned

k) Date placement committee held and copy of the minutes

l) Date and copy of letter notifying parents of the results of placement committee meeting

m) Parental permission for placement

n) Verification Sheet signed and submitted

Of the one hundred student folders examined, forty-four had been placed in the special education program prior to the 1975-76 school year. Since the evaluation was made at the end of the year, the teachers and school psychologist had had time to up-date the information. All of the forty-four students had current psychological evaluations, and parental permission for placement was available for each of the students evaluated. Verification Sheets had been signed and submitted for every student in this category. Therefore, for students placed in special education programs prior to the 1975-76 school year, compliance was 100% of the established criteria. An interesting note concerning the evaluation of children in this category was that before this objective could be met twenty-three had to be re-evaluated by the school psychologist. In addition, system-wide more than fifty-seven students who had been in special classes for more than two years were removed as a result of this monitoring system. The reasons for this action included 1) higher intelligence scores, 2) higher academic scores 3) failure to obtain parental permission, and 4) adequate remediation of previous handicaps.

Thirty-five student folders from the second category of students, those placed during the 1975-76 school year, were examined. All of the folders had current psychological reports, parental permission for placement, and Verification Sheets had been signed and submitted. Minutes of the placement committee meeting were available for thirty of the thirty-five folders examined. Since it is impossible to write minutes of a meeting that was held during the previous year, it was impossible to correct this factor. Therefore, for students placed during the 1975-76 school year, compliance was 85.67% of the established criteria. As a result of this practicum, teachers were made aware of the necessity of keeping records more adequately. On a system-wide basis, as a result of this process, five students were removed from special education programs and were reassigned to the mainstream or regular education program.

The records of thirty-one students placed in special education programs during the 1976-77 school year were examined. Since due process procedural safeguards had been stressed all year, twenty-six of the records were complete. One teacher had not kept a copy of the letter which she sent home to parents as notice of the placement committee meeting. However, all of the students had current psychological reports (if they were required), and other information needed to demonstrate that they had been assured procedural due process prior to the change of any educational placement.

During the 1976-77 school year, 635 students received direct and/or related services from the Special Education Program in Coffee County. The number who were actually placed was 598. According to the results of this evaluation, it seems that these students were assured the procedural safeguards mandated by law. An analysis of the data revealed that the students folders of 90.91% of those examined contained the required evidence that procedural due process had been assured. The criterion of 100% was not reached but is now more attainable than in the past.

Objective 2 was designed to determine whether the special education teachers and administrators understood the necessity of following the new guidelines for special education and were, in fact, implementing them. A test, designed to be given at the beginning and end of the training sessions, was developed. An 80% criterion for success of the training program was set.

Since the test was developed as a teaching tool, an item analysis of the instrument was not made. Overall, the questions that were missed most frequently were items that dealt with new guidelines such as obtaining parental permission for diagnostic testing, parents having the right to counsel, confidentiality of records, and student rights. The mean raw score for administrators from Coffee County was 20 or 66.67% on the pre test and 26 or 86.67% on the post test. The mean raw score for special education teachers from Coffee County was 24 or 80.00% on the pre test and 29 or 96.67% on the post test. The criterion of 80% was accomplished.

The second portion of the evaluation for Objective 2 was the submission of the Verification Sheets signed by the special education teachers and principals. Compliance with this factor was 100%. Of the 598 students placed in special education classes in the Coffee County School System, Verification Sheets were received on 598 students by June 11, 1977. Originally, an earlier date had been established, but the school year calendar had to be changed due to days missed during the winter when school was closed because of limited heating fuel.

Objective 3 was concerned with the development of a Procedural Due Process Handbook/Packet that was proposed to be completed by June 30, 1977. This product was to be evaluated by three internal and three external observers.

The internal observers actually consisted of six special education teachers representing various areas of exceptionality. A rating scale was provided for evaluation.[2] An 80% criterion for success was established.

The external observers were the three individuals who had agreed to serve as practicum observers. These individuals were trained in special education and have had experience with federal guidelines. Their comments were extremely valuable in keeping the product practical since each one works in the general area and is familiar with the concepts. Eight other special education consultants from the area including the area college were also utilized in the evaluation. The external observers helped to establish adequate expectations and assisted in keeping the product from becoming too academic. The same rating scale was provided for evaluation.

Each observer was asked to complete the evaluation sheet that consisted of a 1 to 5 rating scale. The mean score of the internal observers was 92.93% and the mean score of

[1] For a copy of the rating scale, see appendix F, p. 196

the external observers was 88.95%. Since the criterion of 80% was surpassed, the objective was met. The Procedural Due Process Handbook/Packet was deemed adequate.

Objective 4 was concerned with the monitoring process. The criteria to measure this goal was the submission of the Procedural Due Process Checklist by each special education teacher and later the submission of the Verification Sheets. This process was finally completed by June 11, 1977 with 100% of the teachers completing the necessary data. The checklists and Verification Sheets are on file in the office of the Coordinator of Special Education.

Obtaining the first Procedural Due Process Checklist by the October 1, 1976 deadline was not too difficult since special education teachers in the system had to have a specified caseload depending on the area of exceptionality by that date to retain their teachng unit and, therefore, their position. For that reason, each teacher was motivated to provide this information.

The end-of-the-year report was simply a matter of completing the original form with any additional information and submitting it. By June 11, 1977, all of the reports had been received. By the end of the practicum year, the practice had become institutionalized and a matter no one questioned.

Objective 5 pertained to dissemination. The model for implementing and moniotring due process procedures in a rural school system was made available to eight other school systems. Letters were sent to superintendents and area coodinators of special education offering to make presentations to their teachers and system staff. Two counties requested workshops for post planning sessions at the end of the 1976-77 school year, two systems requested materials, and three systems requested presentations for pre-planning for the 1977-78 school year.

An abstract of the practicum was provided to the Geergia Learning Resources System, the area Cooperative Educational Services Agency, and theGeorgia Department of Education for possible inservice and personnel training. The local superintendent (Coffee County) agreed for the participant to make the presentations upon request provided that the number did not become excessive.

The presentation was also made to two classes of regular class teachers, approximately 107, enrolled in Sp Ed 560: Education of Exceptional Children. This course is taught through Valdosta State College and is required for teacher certification in Georgia. Another presentation was made to twenty-nine special education staff members of the Okefenokee Cooperative Educational Services Agency.

The objective was met by providing dissemination activities locally and within the area. Response has been favorable and further requests for presentations and materials have continued.

Objective 6 was concerned with the verification to the local Board of Education that all of the special education students had been placed according to federal and state guidelines by June 30, 1977. The initial plan for evaluation this objective was to make a formal report to the board. However, there was a change of superintendents. Since the new man expressed a desire to limit the number of formal reports to the board, a memorandum was sent to the superintendent with a request that the information be conveyed to the members of the Coffee County Board of Education at the regular monthly meeting in July of 1977.[2]

Although there was a change in the reporting process, the objective was met. The Coffee County Board of Education was in compliance with state and federal guidelines insuring procedural due process to exceptional children as of June 30, 1977.

In order to evaluate the practicum process, an Evaluation Process Scale was designed and utilized.[3] Each step in the procedures developed to carry out the practicum was listed and rated on a scale of 1 to 5. An 80% effectiveness score was set for successful implementation. When the self-rating scale was completed a score of 92.92% was obtained.

The major problems that occurred dealt with the ability of the participant to establish feasible deadlines and turn-around times. Complications with the school schedule due to bad weather was one factor, but the ability of the participant to anticipate and plan where time was involved was weak.

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[2] A copy is appended in appendix F, p. 197.

[3] A copy is appended in appendix F, pp.198-206.

Although mandates had been issued to institute procedural due process for exceptional children in the system, it is doubtful that the effort would have been as successful if it had not been a practicum. The task that seemed so monumental to teachers and administrators alike became a matter of every day procedure by the end of the school year.

CHAPTER EIGHT

DISCUSSION

As a result of this practicum, a model for implementing and monitoring procedural due process for handicapped and gifted students was developed and evaluated. The products and process were institutionalized within the system and disseminated to other systems in the area. New teachers and administrators will be trained in the Procedural Due Process Personnel Training Program. Special education teachers and principals will continue to verify that procedural safeguards are being provided for each child considered for a special education program.

The cost of the practicum was quite minimal. The released time for the teachers/observers and for teacher training was provided with no extra cost to the system. Special education teachers had a half-day per week for planning. Other training sessions were held during the scheduled staff development periods. Consultative services available through the Cooperative Educational Services Agency, the Georgia Learning Resources System, the Georgia Department of Education was a service provided free of charge. College personnel in the area colleges were also willing to review and make recommendations for materials without a fee. The Special Education Program had sufficient funds for secretarial assistance to reproduce the materials. Including the purchase of the media materials and the expense for the reproduction of the products, the practicum cost three hundred dollars to conduct.

The development and implementation of this project did not require any additional labor demands to the system. It did require approximately three hundred man hours of the participant's time over a nine months period to accomplish. Materials were readily available and no special facilities were required.

The most crucial factors in conducting this effort were 1) time and 2) clout. The process of developing, revising, and reproducing the materials was time-consumming. However, the most demanding factor was to allocate enough time to provide conferences and feedback to the individual teachers and administrators.

With the support of the approvals secured prior to the initiation of the practicum and the role of the participant as Coordinator of Special Education, the implementation and institutionalization of the effort was possible. It would have been impossible to get the cooperation of the special education teachers and/or administrators to develop such a complicated process without the support of the local Board of Education and the system superintendent. Submitting guidelines and/or conducting workshops would not have been the answer. The success of the practicum depended to a large degree on the participant getting into the field and working with the special education teachers and principals to get the task accomplished.

An important observation was made concerning the implementation of new procedures with personnel during the course of this effort. The participant decided not to provide the special education teachers and administrators with the total overview and the multiple procedures that were required until the system had been installed. The reasons for this action were varied and really incidental to the observation. However, by the time the total due process procedures and process were presented, the task had already been completed and the negative reaction which usually results from such an effort did not surface. Could this mean that there are times when it is better to establish a process and then to explain the total picture rather than to provide the overall concept at the initiation of the effort? If this practice proves consistantly more effective than providing the global picture initially in instituting procedures that require considerable time from teachers and that possibly could cause negative reactions, an administrator would be wise to consider putting the system in operation and then to provide an overview. This idea certainly warrants further investigation.

CHAPTER NINE

FURTHER APPLICATION

Since the problem of establishing and monitoring procedural due process for handicapped and gifted children has been faced by most school systems, the response to the model developed in this practicum has been most positive. The Procedural Due Process Handbook/Packet and the Procedural Due Process Checklist will be adequate for the 1977-78 school year but may have to be changed as new regulations and procedures are issued.

College instructors and professors from Valdosta State College have expressed an interest in utilizing this model in their special education programs for teacher training. One professor, Dr, Leo Kelley, Calloway Professor in Special Education, has suggested that the materials be copyrighted and sold to students in Georgia and elsewhere. This possibility is being considered.

The program has been adopted by three counties adjacent to Coffee County and will be institutionalized in these three systems during the 1977-78 school year. The process will be continued in the Coffee County Schools to insure that all exceptional children have been provided with the procedural safeguards guaranteed to them by Public Law 94-142. In this way, the system will be in compliance with federal and state guidelines.

CHAPTER TEN

CONCLUSION

As Coordinator of Special Education, the participant was directly responsible for assisting the school system in establishing a system to assure the local Board of Education that procedural safeguards were being provided to all of its exceptional children. Although this was not an assigned task and the same effort might have been accomplished by merely sending out forms and guidelines, the participant decided that this was a valid way to involve the administrators and special education teachers to begin to take a closer look at the program. The implementation of other aspects of Public Law 94-142 such as Individual Education Plans for each handicapped or gifted child will be undertaken during the 1977-78 school year.

Fulfilling the state and federal rules and regulations that accompany Public Law 94-142 does not necessarily mean the education of the exceptional children in the schools will improve as is the intent of the legislation. This will require considerable study, planning, training, implementing strategies, evaluating and revising program models, and developing a continuous monitoring process at the local level.

APPENDIX A

Procedural Safeguards

II. PROCEDURAL SAFEGUARDS

Reference: P.L. 94-142 (Education for All Handicapped Children Act of 1975), Paragraphs (12) and (13) of Subsection (a) of Section 613, P.L. 93-380 (Education Amendments of 1974), State Plan Provisions (Assistance to States for Education of Handicapped Children) and Family Education Rights and Privacy Act of 1974, Amendment to P.L. 93-380 (Buckley Amendments)

A. General Provisions

1. Communications to Parents

Each school system shall insure that all communications made to parents be in both English and the primary language of the home, if such primary language is other than English. Such communications shall be made, to the extent possible, in simple and commonly understood words.

Where the parents are unable to read in any language, all efforts shall be made to communicate orally.

All possible means of communication may be utilized in securing consent (e.g., oral, regular mail) and only as a last resort will certified mail be used to obtain consent.

2. Testing -- Limitations

Each school system shall insure that whenever testing of a child is required or permitted by these regulations, the results of ability, aptitude or achievement tests shall not be used exclusively or principally as the basis for any finding or conclusion.

Individual psychological examinations shall be administered and interpreted only by an approved examiner. (See School Psychology Services Handbook.)

3. Procedures and Forms

All notices to parents required of school systems shall contain information in accordance with federal and state regulations.

4. Rights to be Accompanied

Where a meeting or conference with parents is required or permitted by these regulations, the parents and the school system may choose to be represented or accompanied by a third party.

5. A child (age zero to 21) may be referred for evaluation by any of the following.

   a. A school official, including, without limitations, a teacher

   b. A parent or guardian

   c. A judicial officer

   d. A social worker

   e. A physician

f. The child, if age 18 or over, or under 18 and enrolled full time in an institution of post-secondary education. (After the child has reached age 18, all procedural due process rights contained within these regulations shall automatically be transferred to the student unless he is declared legally incompetent.)

g. Any other person may request one of the above to make a referral. The person who receives such a request may, at his or her discretion, refer the child for an evaluation.

6. Notice

In the event a child is applying for initial admission into a school and the school fails to provide a free public education for that child, the parent should be notified.

B. Due Process

1. Evaluation

a. Initial Evaluation

All children, unless otherwise specified within Section IV, who are considered for special education services shall have a comprehensive evaluation of their abilities and handicaps.

All children referred for special education evaluation shall be screened for possible hearing and vision difficulties prior to educational or psychological evaluations (effective July 1, 1977). Refer to page 27 for Visually Impaired and page 35 for Audiology. Those children considered for special education services in which intellectual, behavioral or emotional components may be determining factors in educational placement must have an individual psychological examination, unless otherwise specified, in addition to other assessments to determine their abilities and handicaps. The psychological evaluation would include an evaluation of cultural, language and adaptive factors.

b. Re-evaluation

All children enrolled in special education programs shall be comprehensively re-evaluated educationally or psychologically no later than three years after the last previous evaluation. The re-evaluation may take place within the three years upon the request of any person having the original authority to make an initial referral, with the approval of the placement committee.

Educational assessment shall be made on an annual basis.

c. Signed Parental Consent

The local school system must have signed, informed parental consent on file before any child is singled out for any evaluation other than routine operations happening to all children at some point in their school year (e.g., mass vision, dental, hearing and speech screening unless parent has previously filed a form of protest). After a child is referred for evaluation, the local school system shall send to the parents of such a child a notice containing the following.

(1) A statement that a referral has been made, including the name and position of the person making such referral. (The principal of the child's school shall assure that the parents have been notified of referral prior to this notice.)

(2) A statement describing the evaluation process.

(3) A statement that the parents will be informed of the place and date when the evaluation will begin, and the willingness of the appropriate school official to meet with the parents to discuss the reasons for referral and the nature of the evaluation.

(4) A statement that the parents will be informed within a reasonable period, but not to exceed 30 school days, of the results of the evaluation after its completion and of the right to challenge the results of the evaluation by presenting an independent evaluation by an approved examiner.

(5) A statement that the parents may be present at all placement committee meetings where the educational placement will be determined and that such meetings will be held at a preannounced time.

(6) A statement indicating that the parents may agree to the evaluation of their child or may refuse such an evaluation. The parent's decision must be clearly indicated on the form, signed by the parent and placed on file in the local school system.

(7) A statement indicating that, in the event no response is received within 15 school days, an appropriate school official will contact the home to determine the reason for lack of response or the necessity of assigning a surrogate parent.

(8) A statement that no change will be made in the student's educational program until proper notification is given to parents and due process procedures are fulfilled.

(9) A statement that either party may appeal to the local and State Hearing Review Boards within 15 days of the parents' signed response, or lack of response, to the Parental Consent for Evaluation Form.

See Appendix A for model Parental Consent for Evaluation Form. This form contains all of the procedures listed above and which are necessary to insure procedural due process.

2. Initial Placement

No student shall be placed in a special education program until that student is the subject of a meeting of the Special Education Placement Committee which shall review all pertinent information and determine the appropriate program for that child.

The determination to place any child into a special education program shall not be made exclusively or principally upon results of tests administered during evaluation. All pertinent data on each child should be reviewed by the entire committee, including, but not limited to, the following.

a. Appropriate school age; that is, zero to 21.

b. Observation data from the referring party and student records.

c. Where applicable, a current, thorough, individual educational evaluation, including a comprehensive assessment of achievement, visual-motor and perception skills.

d. A case history, with pertinent developmental and social data gathered from the parents.

e. Where applicable, an individual psychological examination by an approved examiner.

f. Any additional data as requested by the placement committee.

Exceptions or additions to these data are specified under each program area.

a. **Special Education Placement Committee – Re-evaluation**

Upon the request of any person having the original authority to make an initial referral, but no later than three years after the last placement decision, all children who are enrolled in special education programs shall be the subject of a meeting of the Special Education Placement Committee which will review all pertinent information and determine the appropriate program for such children based upon the new information.

Any time a change in educational placement is contemplated, the pertinent information must be reviewed and the change approved by the placement committee and the child's parents.

b. Signed Parental Consent

All children who are evaluated for possible special education services shall be subject to review by the placement committee. All children who are recommended by the placement committee to be placed in a special education program shall have signed, informed parental consent on file within the school system before placement can occur.

Preferably five school days after a child has been recommended for placement, but no later than 15 school days, the local school system shall send to the parents of such a child a notice containing the following.

(1) A statement of the specific proposed placement with a description of the educational components or curriculum opportunities available within that program.

(2) A statement that the placement committee minutes, school files, records and reports pertaining to the child will be available for inspection and for copying at reasonable costs.

(3) A statement of the reasons for the proposed action, including specific tests or reports upon which the proposed action is based.

(4) A statement of willingness of appropriate school officials to meet with the parents to discuss the reasons for the recommended placement, the nature of the placement, and to resolve differences of opinion.

(5) A statement that the burden of proof regarding the placement recommendation lies with the school system.

(6) A statement that the parents may obtain for their child an independent evaluation by a certified or licensed examiner.

(7) A statement that no change will be made in the child's educational status until the proposed educational placement is accepted by both parties.

(8) A statement indicating that the parents may accept or reject the placement recommendation. The parents' decision must be clearly indicated on the form, signed by the parent, and placed on file in the local school system.

(9) A statement that either party may appeal the placement decision to the local and State Hearing Review Boards within 15 days of the parents' signed negative response, or lack of response, to the Parental Consent for Placement Form.

(10) A statement indicating that, in the event no response is received within 15 school days, an appropriate school official will contact the home to determine the reason for lack of response or the necessity for assigning a surrogate parent.

Please see Appendix B for model Parental Consent for Placement Form. This form contains all of the procedures listed in this section and which are necessary to insure procedural due process.

3. Hearing Process

a. Local Hearing Review Board (See Appendix D)

(1) Purpose

A local Hearing Review Board shall be established in every local system for the purpose of impartially judging the initial admission, evaluation, placement decisions or confidentiality of the local Special Education Placement Committee.

Either the parents or local school system may file an appeal to the board when a conflict exists between the two parties.

(2) Membership

The review board shall consist of three members for any given hearing. The local school board shall designate the Special Hearing Review Board. The members of the Special Hearing Review Board shall be drawn from a minimum list of 10 eligible personnel maintained either by the local system itself or by a district agency designated by the local school system. The list should be on file in the local school system.

No member of the review board may participate in three consecutive hearings.

To be qualified as a member of the review board, a person shall not

(a) have a direct interest in the outcome of the hearing,

(b) be previously familiar with the child or his parents,

(c) be an employee of the education agency involved in the education or care of the child.

Overall membership of the review board shall reflect the cultural, ethnic or racial background of the child.

The following are suggested agencies from which the list could be compiled.

Family and Children Services
Mental Health
Vocational Rehabilitation
College/University
Advocacy Group
Personnel from other local school systems outside the immediate geographic region or district

(3) Procedures

Upon oral or written appeal to the chairman of the review board, a letter containing the following points shall be sent by certified mail to both parties.

(a) A statement that the hearing must occur within 20 school days of the receipt of the official appeal.

(b) A statement of the date, time and location the hearing will occur.

(c) A statement that parents may inspect, at reasonable times, copies of all records pertaining to their child developed by the school system or by its agents or employees, including all tests or reports upon which the proposed placement action was based. (See Section E, Confidentiality)

(d) A statement that parents may obtain for their child an independent medical, psychological or educational evaluation from an approved examiner. (See School Psychology Services Handbook)

(e) A statement that either party may be represented at his/her own expense by counsel or other individuals at any stage of the hearing process.

(f) A statement that the hearing will be closed to the public unless the parent requests, in writing to the Hearing Review Board, that the hearing be open to the public. However, in such an instance, the school system's attorney, appropriate staff members of the local board of education and other persons requested by either the school system or the parents and approved by the review board may be present.

(g) A statement that both parties may present testimony or evidence to the review board and that both parties will have the opportunity to question witnesses.

(h) A statement that either party may lawfully subpoena or compel the attendance of witnesses during the due process hearing.

(i) A statement that all proceedings will be recorded on tape or by other appropriate means.

(j) A statement that the burden of proof as to the appropriateness of any proposed action will be upon the local school system.

(k) A statement that the Special Hearing Review Board has the authority to confirm or reject the decisions of all concerned parties.

(l) A statement that the decision of the Special Hearing Review Board will be binding on all parties unless an appeal of the decision is made to the State Hearing Review Board.

(m) A statement that at the conclusion of the hearing the Special Hearing Review Board shall report the decision to all concerned parties in writing within a reasonable period of time, but not to exceed 20 school days.

(n) A statement that the written decision of the Special Hearing Review Board shall be based solely upon the evidence presented at the hearing and shall include a summary of the hearing and the reasons for the decisions.

(o) A statement that the written findings or decisions of the Special Hearing Review Board are to be transmitted to the Advisory Panel.

If no request for an appeal is made by either party within 10 school days of the receipt of the board's written decision, the decision of the board will be implemented.

b. State Hearing Review Board

The State Board of Education shall serve as the review board or shall designate a review board for the purpose of impartially judging the decision of the local review board. The criteria outlined in Section 3a(2) for membership shall apply.

The decision of the State Hearing Review Board shall be binding on all parties unless an appeal to the appropriate court is filed.

4. Surrogate Parents

In order to provide every child eligible for a public education with the protection of procedural due process, even under circumstances where a child's parents or guardians are not known, are unavailable or the child is a ward of the State, each child should be assigned a surrogate parent. This would be the responsibility of the appropriate state agency; e.g., Department of Human Resources. A surrogate parent may not be an employee of the immediate unit involved in the education or care of the child.

C. Least Restrictive Environment

Least restrictive placement is the educational environment in which the child can function most effectively. In keeping with the procedural safeguards guaranteed to exceptional children and their parents by the Georgia Department of Education, the following regulations are set forth.

To the maximum extent appropriate, exceptional children in Georgia shall be educated with children who are not handicapped. Special classes, separate schooling or other removal of handicapped children from the regular class environment shall occur only when the nature or severity of the handicap is such that education in regular classes with the use of supplementary aids and services cannot be satisfactorily achieved. Further, it is the policy of the Georgia Department of Education that handicapped children have the right to be educated with their normal peers, unless clear evidence is available that partial or full removal is desirable for the welfare of the child or other children.

When an exceptional child must be assigned to a special program, educational goals shall be specified; and when these goals are met, the child shall be returned to the most normal setting possible, consistent with the child's capabilities and educational needs.

1. Program Alternatives

A variety of program alternatives (continuum of educational services) shall be available to every child in the school system to meet varying needs, including regular class attendance plus supplementary instructional services, part-time special program (resource room), full-time special class (self-contained class), special schools (TMR centers, psychoeducational centers, etc.), hospital and homebound instruction and residential placement. (See page 57, Appendix F, for further information.)

2. Procedures

a. Parental consent for testing and changes in a child's educational program shall be obtained in accordance with the prescribed due process procedure.

b. In making decisions about the educational placement of handicapped children, an interdisciplinary team and multi-factored evaluations shall be instituted in keeping with the non-discriminatory testing and placement procedure.

c. Periodic review of the child's educational status shall be required in keeping with the non-discriminatory testing and placement procedure.

d. An educational plan for the child shall be developed in keeping with the non-discriminatory testing and placement procedure.

e. A formal appeal process concerning least restrictive alternatives program placement for handicapped children shall be in full effect in keeping with the due process procedure on appeals.

3. Implementation

The local school system shall assure that adequate provision is made for handicapped children whose educational needs must be met through interdistrict or regional programs. In carrying out such programs, however, the posture will be toward bringing the child back to a less restrictive program whenever possible.

D. Non-Discriminatory Testing and Placement

All components of the comprehensive evaluation shall include cultural, language and adaptive factors.

It is the responsibility of the school system to develop an appropriate educational plan for the child, based on a description of his strengths and weaknesses and giving full consideration to cultural, language and adaptive factors.

Future state plans shall reflect policies and procedures as interpreted by the Federal Government. These procedures will be disseminated as an addendum to the state regulations.

E. Confidentiality

1. Access Rights

a. Each education agency shall permit parents to inspect and review as expeditiously as possible any personally identifiable data relating to their children which is collected, maintained or used by the agency. Upon request, parents may obtain copies of all data for a duplication fee; however, if they provide ample evidence of inability to pay such fee, the data will be provided free of charge. Access to such data, if requested, is the right of each parent and may not be denied by the agency due to physical limitations or geographical locations.

b. An agency may presume that the parent has authority to inspect and review data relating to his or her child unless the agency has been advised that the parent does not have the authority under applicable State law governing such matters as guardianship, separation and divorce.

c. Each education agency shall keep a record of parties obtaining access to data collected or maintained (except access by parents and authorized employees of the education agency), including the name of the party, the date access was given and the purpose for which the party is authorized to use the data.

d. If any record includes data on more than one child, the parents of those children shall have the right to inspect and review only the data relating to their child or to be informed of that specific data.

e. Upon request, each education agency shall provide parents a listing of the types and locations of data collected, maintained or used by the agency.

2. Hearing Rights

a. A parent who believes that data collected or maintained is inaccurate or misleading, or violates the privacy or other rights of the child, may request the education agency which maintains the records to make amendments to the data.

b. The agency shall decide whether to amend the data in accordance with the request within a reasonable period of time of receipt of the request, but not to exceed 30 school days.

c. If the agency decides to refuse to amend the data in accordance with the request, it shall in writing so inform the parent of the refusal, advise the parent of the right to a hearing and provide an opportunity for a hearing to challenge data. The hearing required to be held shall be conducted according to procedures as outlined in Procedural Safeguards, B. Due Process, 3. Hearing Process, hereof. These points should be contained in the letter.

d. If, as a result of the hearing, the agency decides the data is not inaccurate, misleading or otherwise in violation of the privacy or other rights of the child, it shall inform the parents of their right to place in the records it maintains on the child a statement commenting on the data and setting forth their reasons for disagreeing with the decision of the agency.

e. Any explanation placed in the records of the child shall be maintained by the agency as part of the records of the child as long as the record or contested portion thereof is maintained by the agency. If the records of the child, or the contested portion thereof, are disclosed by the agency to any party, the explanation shall also be disclosed to the party.

f. Each education agency should insure that all hearing boards will maintain confidentiality.

3. Consent

Every effort shall be made to insure that (1) The parent has been fully informed of the information in his or her native language. (2) The parent understands and agrees in writing to the release of information and records and for what purpose and to whom such information and records shall be sent. (3) The parent understands that the granting of consent is voluntary on the part of the parent.

a. Signed informed parental consent shall be obtained before disclosure of data to anyone or in any manner other than

(1) Parents or eligible students.

(2) School officials, including teachers within the local education agency or legally constituted cooperating agencies; e.g., SED centers, CESAs, shared services, when access has legitimate educational purposes.

(3) In connection with a student's application for or receipt of financial aid.

(4) With the written approval of the local superintendent, organizations conducting a study on behalf of an education agency to develop, validate or administer predictive tests; to administer student aid or to improve instruction, and when such information will be available only to those conducting the study, with all personally identifiable data destroyed at the conclusion of the study.

(5) Accreditation agencies.

(6) In compliance with a judicial order.

(7) Authorized state or federal representatives evaluating or auditing federally supported educational programs.

(8) The Office of Civil Rights.

(9) Officials of other schools or school systems in which the student seeks or intends to enroll, upon condition that the student's parents be notified of the transfer, receive a copy of the record if desired, and have an opportunity for a hearing to challenge the content of the record.

4. Safeguards

a. The superintendent, or an official designated by the superintendent, of each education agency shall assume responsibility for assuring the confidentiality of any personally identifiable data.

b. All persons collecting or using personally identifiable data shall receive instruction regarding policies and procedures for use of data.

c. Each education agency shall maintain, for public inspection, a current listing of the positions of those employees within the agency who may have access to personally identifiable data. This list should include teachers and administrators directly involved in the educational interest of the child and others as designated in writing by the principal under guidelines established by the local system.

d. Whenever educational records of a student are released, the local school

  (1) Shall maintain a record of those who have had access to the educational records and for what purpose (except for teachers and administrators in the local school).

  (2) Shall provide access to these records to parents or eligible students.

  (3) Shall specify in writing that persons receiving such records shall not permit access by third parties without the written consent of the parent or eligible student.

e. Personally identifiable data utilized in making and maintaining placement in special education programs may be transferred to another school system or participating agency which the student plans to attend. The parent or eligible student shall be informed and, if desired, receive a copy of all information transmitted.

f. Requests for third party information; e.g., medical and psychological evaluations of private practitioners, should be directed to said third party.

5. Destruction of Data

  a. Within five years after the data is no longer needed to provide educational services for the child, all personally identifiable data; i.e., name of child, child's parents, family members, address of the child, social security number or other characteristics of the child, shall be destroyed as it is related to placement of the child in a special education program. This does not preclude that a permanent record consisting of a student's name, address, phone number, grades, attendance record, classes attended, grade level and year completed may be maintained without time limitation.

  b. Prior to destruction of data, reasonable efforts shall be made to notify parents of their right to be provided a copy of any data which has been obtained.

APPENDIX B

Procedural Due Process Checklist

CLASS ROLL

TEACHER ______________________ SYSTEM ______________________

LEVEL ______________________ SCHOOL ______________________

Name (Last, First, Mdl.)	Area	Birthdate	Date Entered	Date Withdrew	I.Q.	Date Tested	Test Used	Name of Parents	Address	Telephone	Doctor

Coffee County Schools Procedural Due Process

udent's Name	(1) Parental Permission for Diagnostic and/or Psychological Testing sent DATE	(2) Parental Permission for Diagnostic and Psychological Testing Received DATE	(3) Referral sent to the Psychologist DATE	(4) Test scheduled DATE & TIME	(5) Parents Notified of Date and Time		(6) Test Completed DATE	(7) Test Returned to System DATE
					Notice Sent	Plan to Come		

(8) Parents sent Notice of time and Placement Committee	(9) Placement Committee Notice Received from Parents		(10) Placement Committee Met: Date/Time/Place DECISION	(11) Parents sent Notices of Placement Committee DECISION	(12) Parental Permission Form for Placement Sent DATE	(13) Parental Permission Form for Placement Received Permission		(14) Student Placed DATE/SCHOOL	(15) Comments/Additional Recommendations
	Plan to Attend	Will not Attend				Granted	Rejected		

PROCEDURAL DUE PROCESS CHECKLIST

COFFEE COUNTY

TEACHER ______________________ SYSTEM ______________________

LEVEL ______________________ SCHOOL ______________________

Name (last, first, mdl.)	Area	Birth-date	Date Entered	Date Withdrew	I.Q.	Date Tested	Test Used	Retest Date	Name of Parents	Address	Tele-phone	Doctor

Coffee County Schools Procedural Due Process

Student's Name	(1) Parental Permission for Diagnostic and/or Psychological Testing sent DATE	(2) Parental Permission for Diagnostic and Psychological Testing Received DATE	(3) Vision Screening Scheduled Date & Time	(4) Vision Screening Completed Date/Results	P	F	(5) Hearing Screening Scheduled Date & Time	(6) Hearing Screening Completed Date/Results	P	F

Coffee County Schools Procedural Due Process Checklist

	(7) Referral sent to the Psychologist	(8) Test Scheduled	(9) Parents Notified of Date and Time		(10) Test Completed	(11) Test Returned to System	(12) Parents sent Notice of time & Placement Committee	(13) Placement Committee Notice Received from Parents	
	DATE	DATE & TIME	Notice Sent	Plan to Come	DATE	DATE	DATE	Plan to Attend	Will not Attend
Student's Name									

Student's Name	(14) Placement Committee Met: Date/ Time/Place DECISION	(15) IEP Developed Date Annual Goals DATE	(16) Parents sent Notices of Placement Committee DECISION & IEP GOALS	(17) Parental Permission Form for Placement Sent & Date IEP Sent	(18) Parental Permission Form for Placement & IEP Received Permission			(19) Student Placed DATE/ SCHOOL	(20) Verification Sheet sent to County Office Teacher/ Principal DATE
					Granted for Placement	Accepted IEP	Rejected Placement		

PROCEDURAL DUE PROCESS CHECKLIST

COFFEE COUNTY

TEACHER ______________________ SCHOOL ______________________

LEVEL ______________________ YEAR ______________________

Name			Area	Birth-date	Date Entered	Date Withdrew	I.Q.	Date Tested	Test Used	Retest Date	Name of Parents	Primary Language	
t	first	mdl.										English	Other

Coffee County Schools Procedural Due Process

udent's Name	(1) Parental Permission for Diagnostic and/or psychological Testing sent DATE	(2) Parental Permission for Diagnostic and psychological Testing Receive DATE	(3) Vision Screening Scheduled Date & Time	(4) Vision Screening Completed Date/Results	P	F	(5) Hearing Screening Scheduled Date & Time	(6) Hearing Screening Completed Date/Results	P	F

Coffee County Schools Procedural Due Process Checklist

	(7) Referral sent to the psychologist	(8) Test scheduled	(9) Parents Notified of Date and Time		(10) Test Completed	(11) Test Returned to System	(12) Parents sent Notice of time & Placement Committee	(13) Placement Committee Notice Received from Parents	
dent's Name	DATE	DATE & TIME	Notice Sent	Plan to Come	DATE	DATE	DATE	Plan to Attend	Will not Attend

Coffee County Schools Procedural Due Process

Student's Name	(14) Placement Committee Met: Date/ Time/Place DECISION	(15) IEP Developed Date Annual Goals DATE	(16) Parents sent Notices of Placement Committee DECISION & IEP GOALS	(17) Parental Permission Form for Placement Sent &Date IEP Sent	(18) Parental Permission Form for Placement & IEP Receive Permission			(19) Student Placed DATE/ SCHOOL	(20) Verification Sheet sent to County Office Teacher/ Principal DATE
					Granted for Placement	Accepted IEP	Rejected Placement		

APPENDIX C

Procedural Due Process Handbook/Packet

SPECIAL EDUCATION

PROCEDURAL DUE PROCESS HANDBOOK

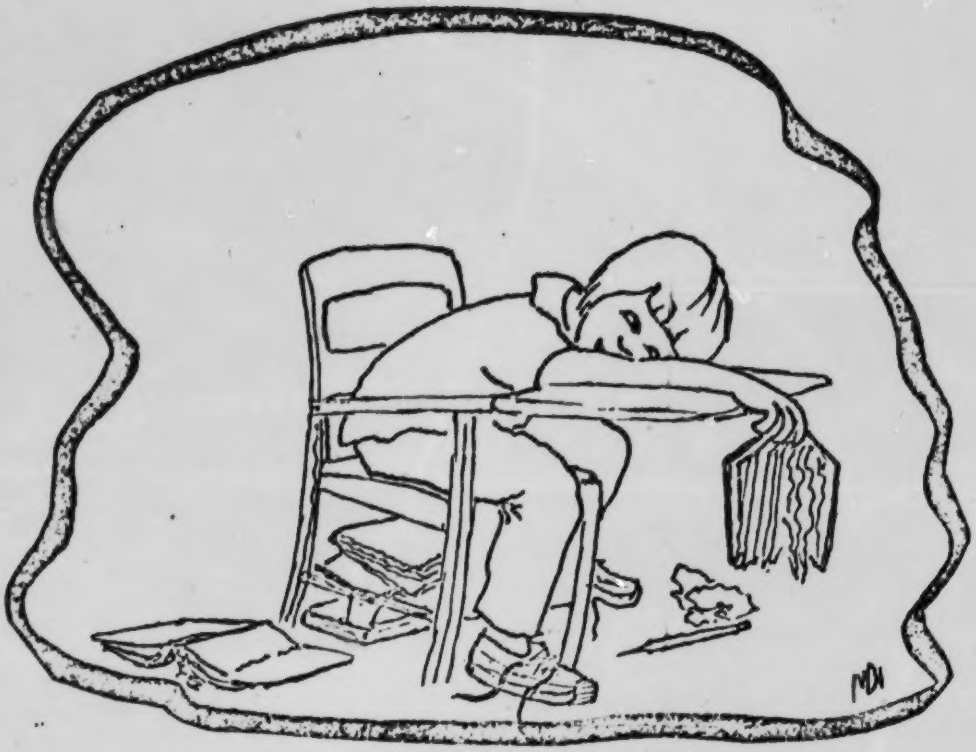
COFFEE COUNTY SCHOOLS

Acknowledgement:

Mac D. Nobles, Principal
Nicholls School
Nicholls, Georgia

for his support of Special Education and for his illustrations which appear in this book.

The purpose of the procedural due process handbook is to aid teachers and administrators in their understanding of the explanations and legal implications of each step in the process. Due process is mandated through P.L. 94-142: Education of the Handicapped Act of 1975. These procedures are specified in the Coffee County comprehensive Plan for Special Education (1977) which will be Board policy.



When a student is identified by the school as having classroom problems, the local school will notify the parents of the need for referral, explain parental and student rights and obtain permission for further evaluation. The form "Parental Consent for Evaluation" will be given to the parent.

INFORMATION FOR PARENT

PERMISSION FOR EVALUATION

NAME______________________________ PARENT PERMISSION FOR TESTING

PARENT'S NAME______________________________ DATE____________________

Because of problems that your child is having in school, we would like your permission to give your child some tests to help us in planning his/her program. The person who will give these tests may use several different kinds to measure intellectual development (how he thinks), emotional development (how he feels about himself and gets along with others), and academic development (how he is doing in reading, spelling, and arithmetic). He will also have his vision and hearing checked. This will be done at no cost to you. If we do not hear from you within 15 school days, an appropriate school person will talk with you at home. Within 30 school days after these tests are given, you may come to the school to discuss the results.

No change will be made in your child's placement until you are contacted. You are to be invited to all meetings where your child's educational program is discussed. You will be contacted so you may attend.

Please sign the attached form giving your permission for us to test your child.

PARENTAL CONSENT FOR EVALUATION

Please sign and return this form showing whether or not you agree to have your child tested. I have read or have had read to me the letter asking for permission to test my child,____.
(child's name)

____
(signature of parent or legal guardian)

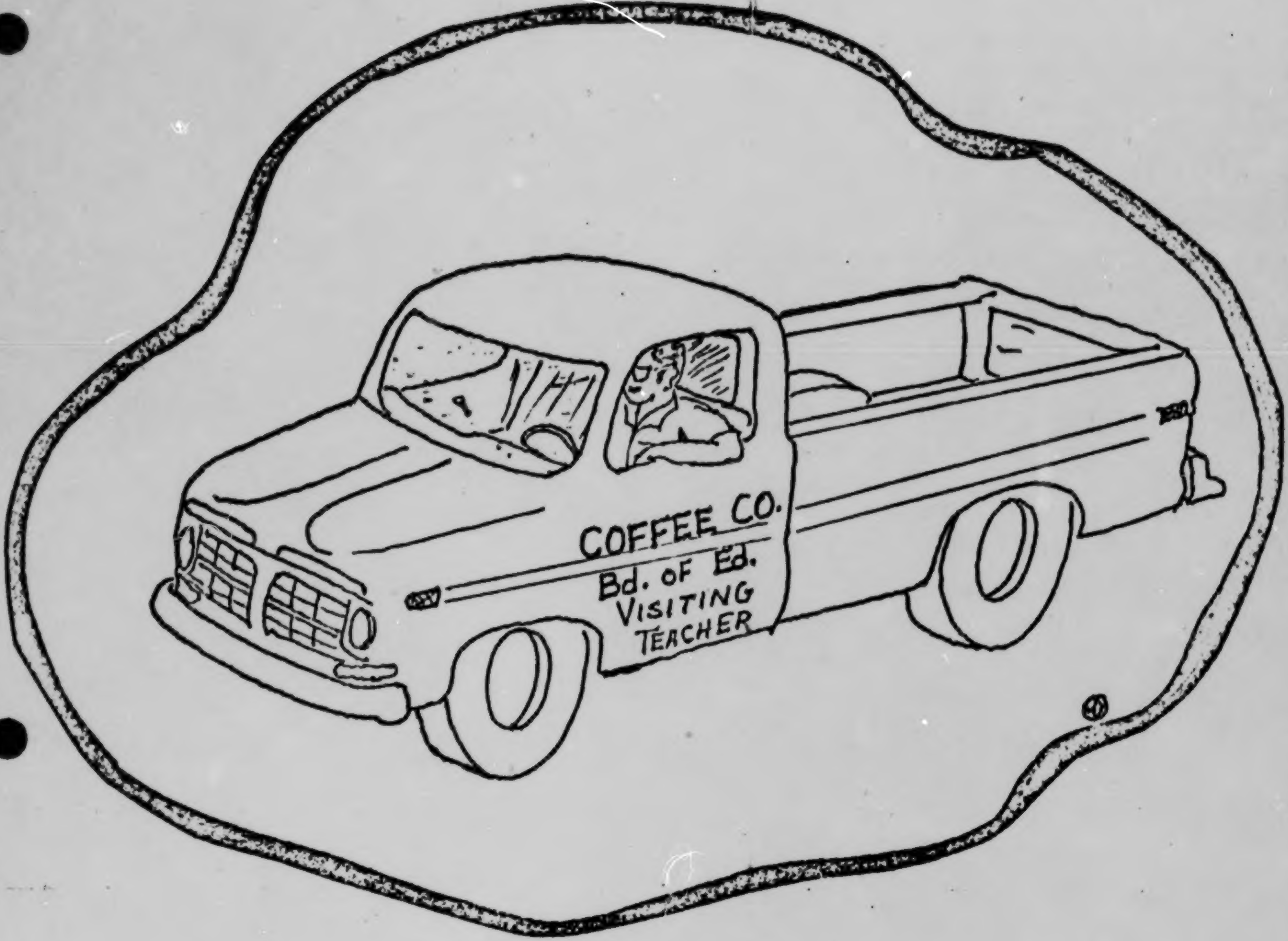
Check One Below

__________Yes, I agree for the__________________School System to carry out psychological and/or educational evaluation of my child. (You will be notified as to time and place).

__________No, I do not agree for the following reasons___________________________
____
____

____
(signature of parent or legal guardian)

____
(date)


COFFEE CO.
Bd. OF Ed.
VISITING
TEACHER

If forms are not returned in 15 days, parents will be contacted by phone or visited by support personnel. If permission is refused, state due process procedures for local hearing review board meeting will be initiated.

Notification of Local Hearing Review Board Meeting

______________________________________:

Due to a written request by ______________________________ (Name of Parent), a meeting has been scheduled by the ______________________________ (Name of System) Special Hearing Review Board for the purpose of evaluating the appropriateness of the decision of the ______________________ (Name of System) Special Education Placement Committee concerning __________________ (Name of Student)'s advised placement in a class for ________________________ (Area of Exceptionality. This hearing will occur within 20 school days of the above request. The hearing will be conducted on ________________________ (Date), at ______________________________ (Address) and begin at ______________________________ (Time).

As the parent of ______________________________ (Name of Student), you may inspect, at reasonable times, copies of all records pertaining to your child developed by the school system or by its agents or employees, including all tests or reports upon which the proposed placement action was based.

The Board will consider independent medical, psychological or educational evaluations by a certified or licensed examiner.

In addition, you may be represented at your own expense by counsel or other individuals at any stage of the hearing process.

The above hearing will be closed to the public unless you request, in writing to the Special Hearing Review Board, that the hearing be open to the public. However, in such an instance, the school system's attorney, appropriate staff members of the local board of education and other persons requested by either the school system or you and approved by the Review Board may be present.

Both parties may be present testimony or evidence to the review board and both parties will have the opportunity to question witnesses. Either partly may lawfully subpoena or compel the attendance of witnesses during the due process hearing. All proceedings will be recorded on tape or by other appropriate means. The burden of proff as to the appropriateness of any proposed action will be upon the local school system.

At the conclusion of the hearing the Special Hearing Review Board shall report the decision to all concerned parties in writing within a reasonable period of time, but not to exceed 20 school days. The written decision of the Special Hearing Review Board shall be based solely upon the evidence presented at the hearing and shall include a summary of the hearing and the reason for decisions.

[illegible] written findings or decisions of the Special Hearing Review Board are to be transmitted to the State Advisory Panel for Special Education.

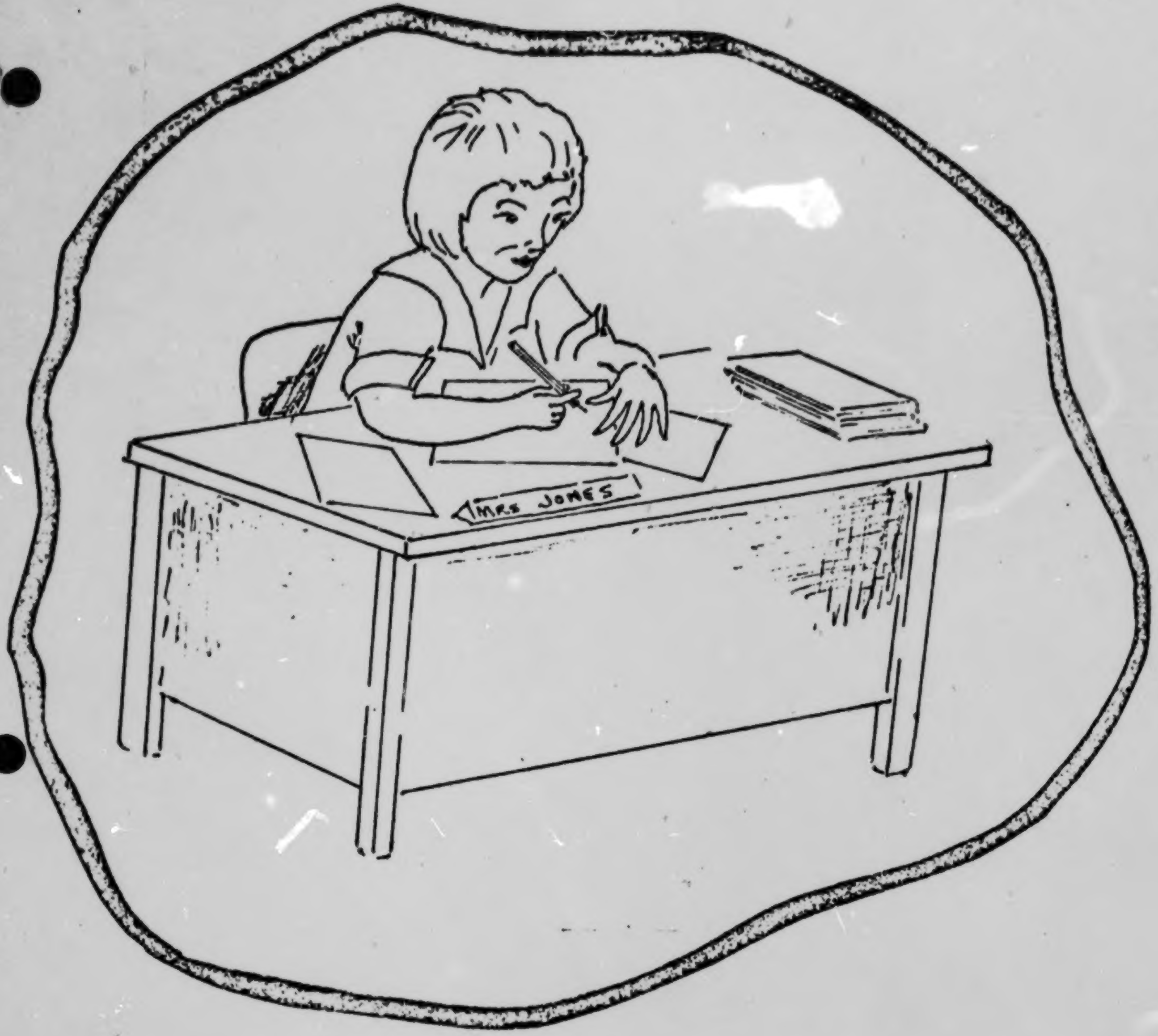
The Special Hearing Review Board has the authority to confirm or reject the recommended special education programs for your child.

The decision of the ______________________________ Special Hearing Review
(Name of System)
Board will be binding on all parties unless an appeal of the decision is made to the State Hearing Review Board.

Sincerely,

____
(Chairman)

Date: ______________________________



The local school will complete a referral form. The school will be responsible for forwarding the referral to the system coordinator of special education.

CONFIDENTIAL

Coffee County Special Education Referral Form

NAME ______________________ EXACT BIRTHDATE ______________________
month day year

SEX ________ RACE ________ AGE ________ SCHOOL ______________ GRADE ________

ADDRESS ______________________________ TELEPHONE ________

GUARDIANS: BOTH PARENTS ______ MOTHER ______ FATHER ______ OTHER ______________

FATHER'S NAME ______________________________________

MOTHER'S NAME ______________________________________

PARENTS' MARITAL STATUS: MARRIED ______ DIVORCED ______ SEPARTED ______ WIDOWED ______

MOST RECENT TESTS OF MENTAL ABILITIES

TEST ________ ADMINISTERED BY ______________________ DATE ________ I.Q. ________

MOST RECENT TEST OF ACADEMIC ABILITIES (If no recent test estimate grade level on which is functioning)

TEST ______________ ADMINISTERED BY ______________________ DATE ________

RESULTS: READING ______________ ARITHMETIC ______________ SPELLING ______________

MOST RECENT GRADES:

READING ______________ MATH ______________ SCIENCE ______________

ENGLISH ______________ SOCIAL STUDIES ______________ SPELLING ______________

ATTENDING SPECIAL PROGRAMS (CHECK)

____ TITLE I READING
____ LEARNING DISABILITIES
____ EMR
____ TMR
____ TITLE I MATH
____ BEHAVIOR DISORDERED

____ VISUALLY IMPAIRED
____ HEARING IMPAIRED
____ MIGRANT
____ SPEECH IMPAIRED
____ GIFTED
____ HOSIPTAL/HOMEBOUND

THE CHILD'S MAJOR PROBLEMS ARE:

____ SHY AND WITHDRAWN
____ AGGRESSIVE AND DESTRUCTIVE
____ MOVES AROUND CLASSROOM FREQUENTLY
____ FAILURE TO COMPLETE WORK
____ CANNOT GET ALONG WITH CLASSMATES
____ CANNOT GET ALONG WITH ADULTS
____ OTHER HEALTH PROBLEMS ____________________________

____ POOR READING SKILLS
____ POOR MATH SKILLS
____ POOR HANDWRITING
____ POOR SPELLING SKILLS
____ CANNOT COPY FROM BOARD
____ CANNOT FOLLOW DIRECTIONS

REASONS FOR REFERRAL

____ ACADEMIC RECOMMENDATIONS
____ BEHAVIOR MANAGEMENT SUGGESTIONS
____ SPECIAL CLASS PLACEMENT

ADDITIONAL INFORMATION RELEVANT TO CHILD'S BEHAVIOR AND/OR BACKGROUND:

____

____

____

____

WHO INITIATED REFERRAL?

____ TEACHER
____ COUNSELOR

____ STUDENT
____ PARENT

____ PRINCIPAL
____ OTHER ____________________

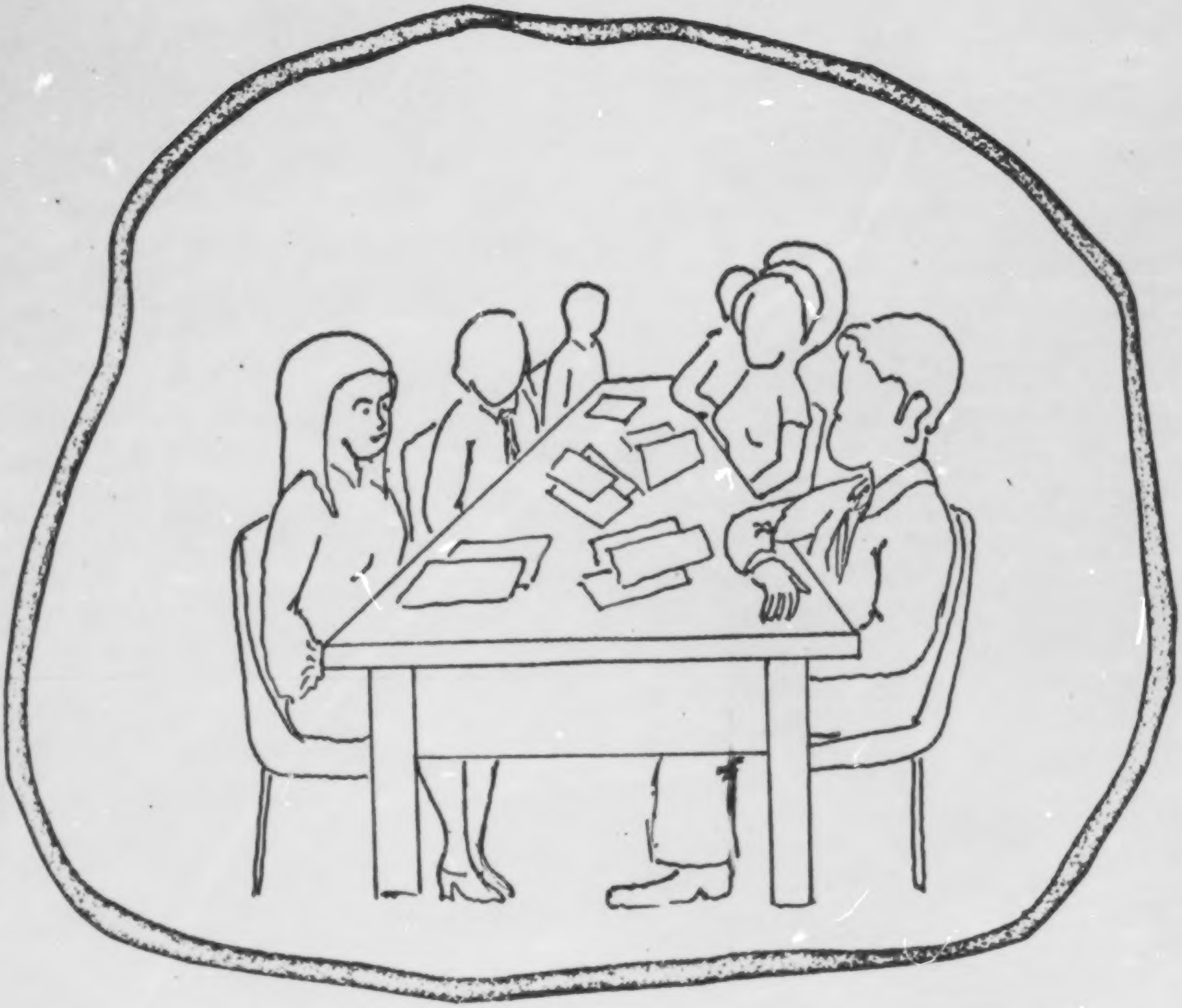
____
referring person

____
principal

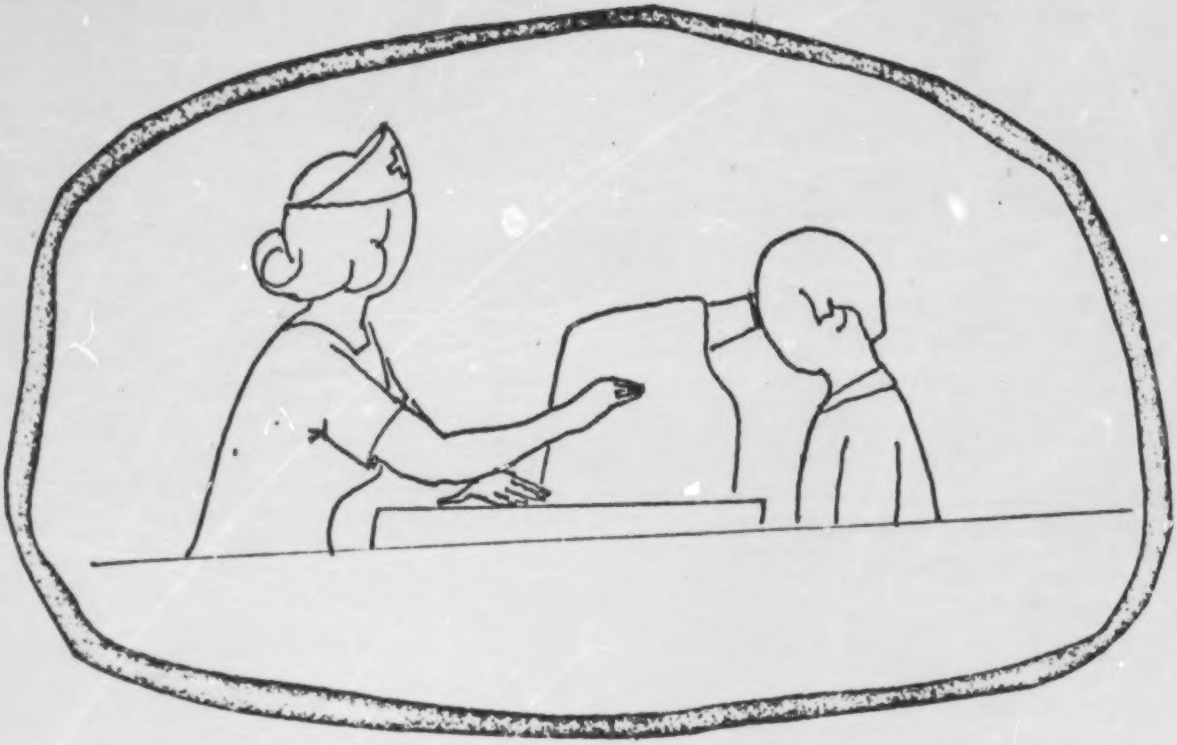
____
date

DATE REFERRED BY SCHOOL: ______________________________

DATE RECEIVED BY SPECIAL EDUCATION: ______________________________



The referral will then be reviewed by a screening committee. If an individual psychological is needed, the committee will refer the student for vision and hearing screening and foward the referral to the school psychologist. If an individual psychological is not needed, the committee will refer the student to the appropriate special program ie., vision, hearing, speech, gifted.



The screening committee will schedule screening for hearing and vision. They will contact the county school nurse. She will send one copy of the screening results to the school psychologist to attach to the referral and one copy to the school for the child's record.

HEARING SCREENING

Speech Frequencies: Most Speech Sounds fall in this range

Discriminates s, z, sh, ch, f, v, th

requency: or pitch)	250	500	1,000	2,000	4,000	6,000	8,000
Right Ear							
Left Ear							

Screening is done at 25 decibels (loudness level). A measurement of 30 decibels or above indicates that there *might* be a hearing loss.

NAME ____________ SCHOOL ____________ GRADE ____________

HOMEROOM TEACHER ____________ PARENT/GUARDIAN ____________

PHONE ____________ NAME AND ADDRESS ____________

DATE OF TEST ____________ ____________

DATE OF BIRTH ____________ ____________

OKEFENOKEE CESA SCREENING PROGRAM FOR VISUALLY IMPAIRED CHILDREN

SCREENING LOCATION________________________, DATE OF SCREENING________________________

NAME OF TEACHER________________________SYSTEM________________________SCHOOL________________________

CHILD'S NAME	AGE	GRADE	SEX	SCREENED WITH GLASSES	VISUAL ACUITY*	** M.I	REF'D	REMARKS (SYMPTOMS, UNABLE TO TRAIN OR SCREEN)

*RECORD LOWEST LINE CHILD WAS ABLE TO PASS. **M.I. -TESTS FOR MUSCLE IMBALANCE.
MARK "P" IF CHILD PASSES AND "F" IF CHILD FAILS.

Okefenokee CESA
COOPERATIVE EDUCATIONAL SERVICES AGENCY
Route 5, Box 406
WAYCROSS, GEORGIA 31501

DR. A. L. WOODARD
Director

CHILD DEVELOPMENT CENTER

PUPIL REFERRAL SHEET - VISUALLY IMPAIRED

CHILD'S NAME ______________________ BIRTHDATE ______________
Last First

AGE: __________ SEX: __________

PARENTS ______________________ ADDRESS ______________________

SCHOOL SYSTEM ____

SCHOOL ______________________ GRADE ______________________

PRINCIPAL ______________________ TEACHER ______________________

HAS CHILD HAD EYE EXAMINATION? ______________________________

DATE OF LAST EXAMINATION: ___________________________________

EYE SPECIALIST: ____

ADDRESS: ____

VISUAL ACUITY, IF KNOWN:

BEFORE CORRECTION: __________ __________
Right Eye Left Eye

AFTER CORRECTION: __________ __________
Right Eye Left Eye

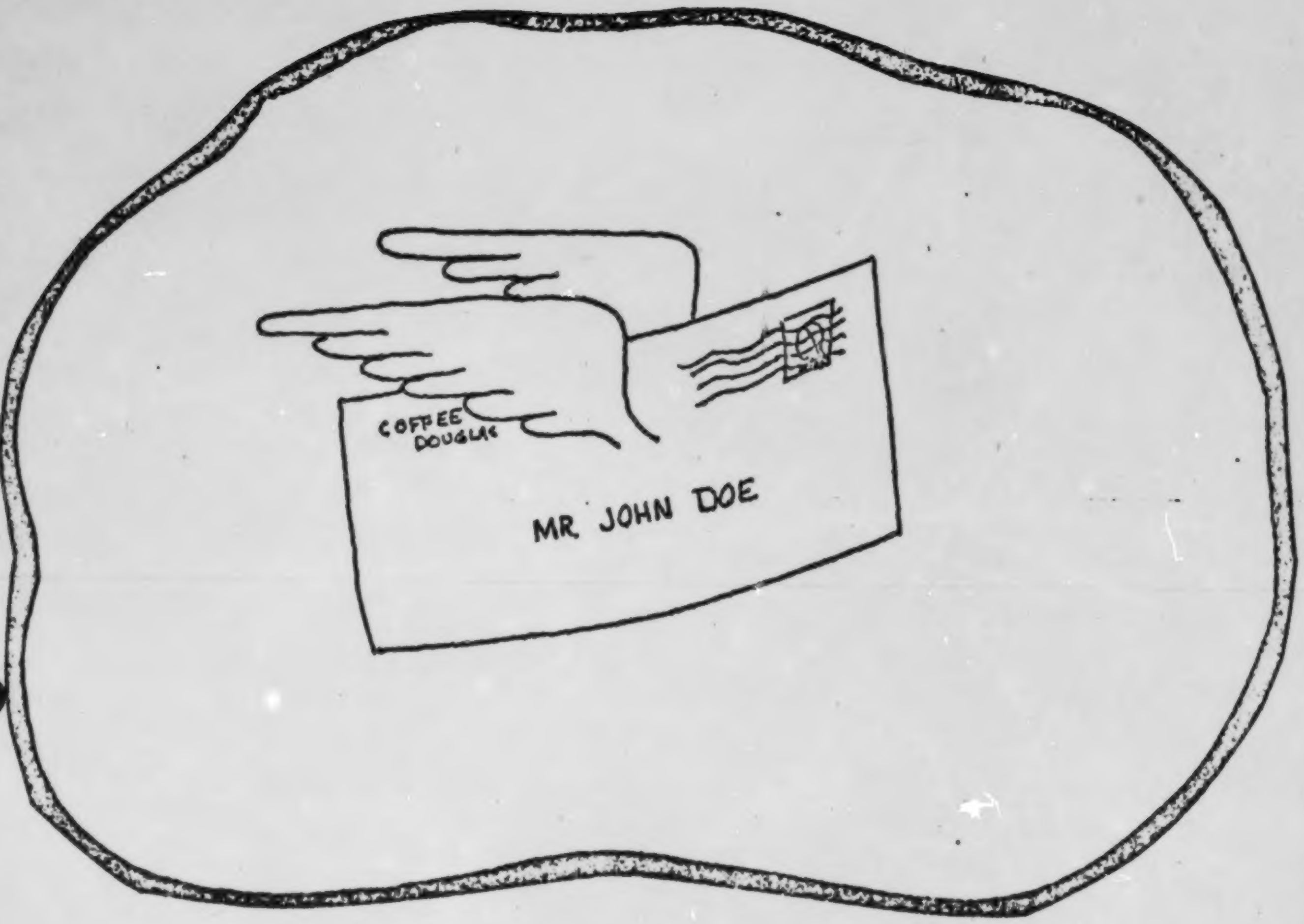
COMMENTS: ____

____

____

____

____


COFFEE
DOUGLAS
MR. JOHN DOE

The school psychologist will contact the parents as to the time, date, and place of testing.

PARENT NOTIFICATION OF TIME AND DATE OF TESTING

____
date

Dear_______________________________:
parent

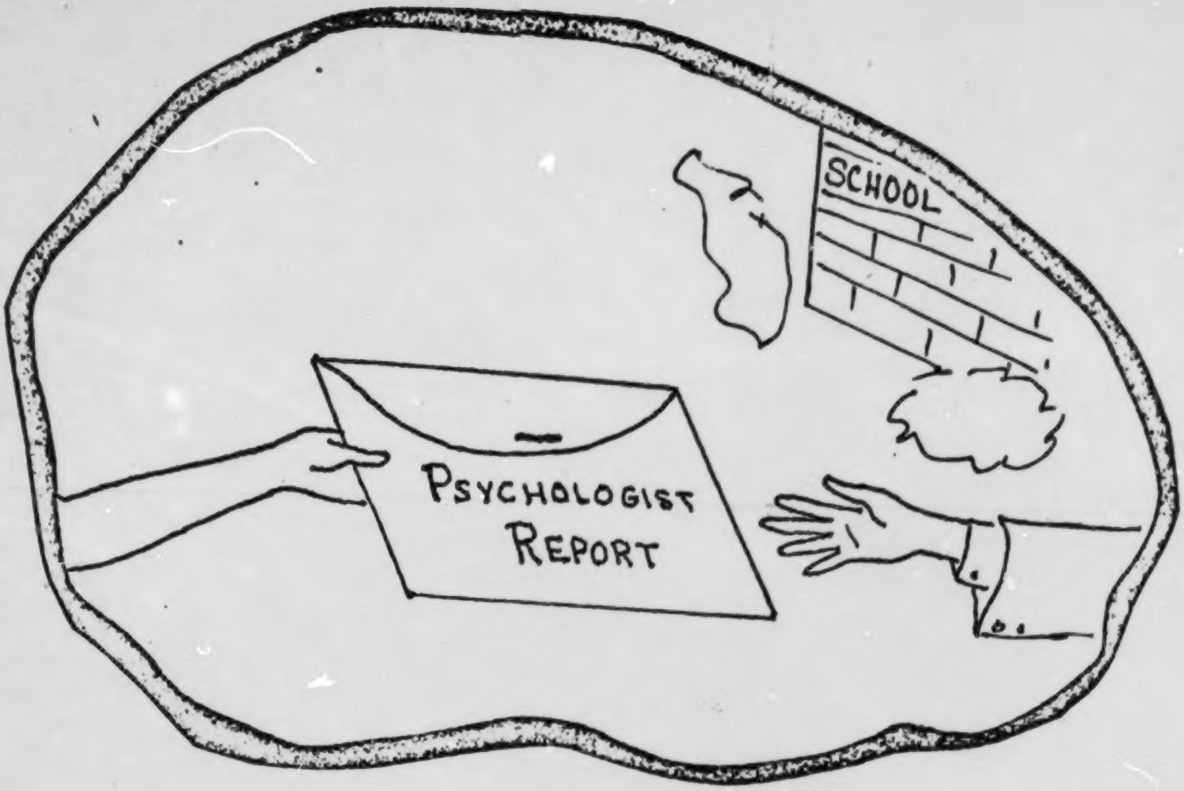
The school psychologist will test your child, ________________________

______________at______________________________on__________________________.

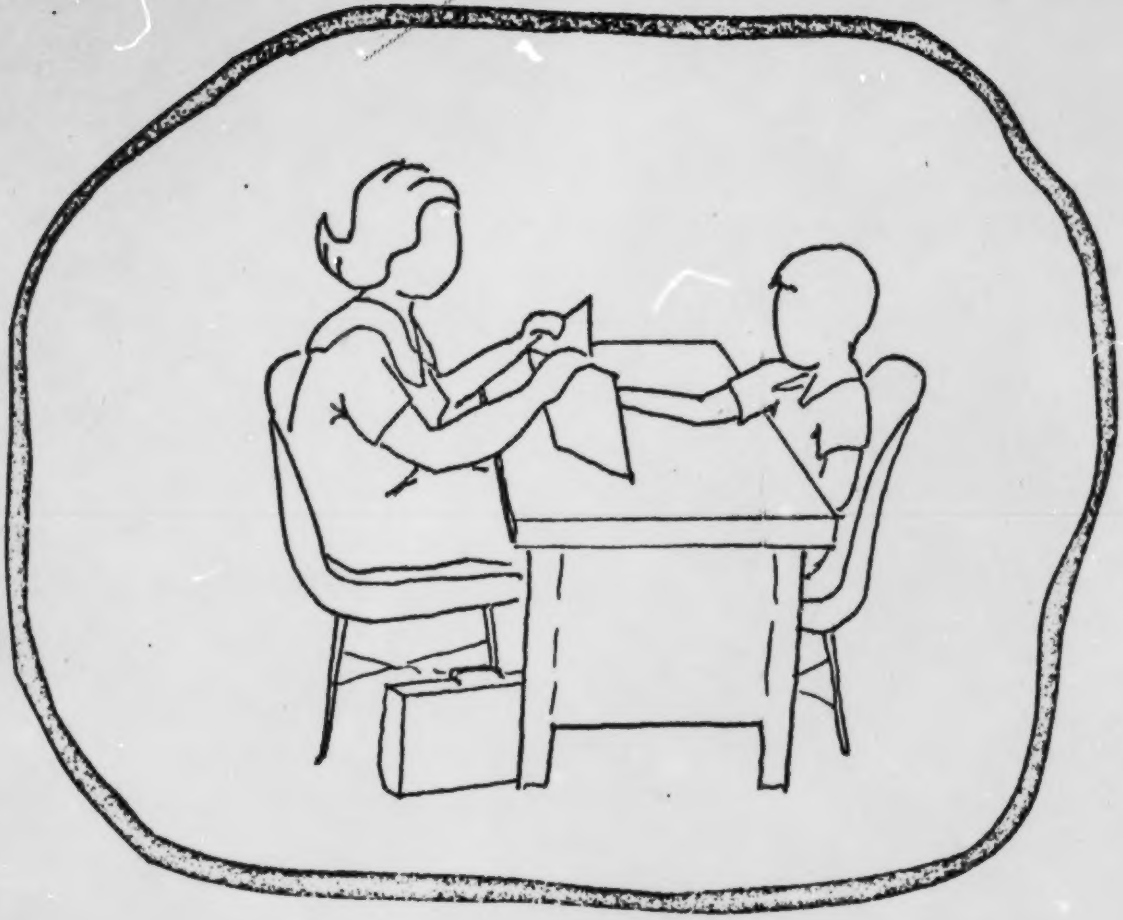
If you have any questions, please contact the school.

Sincerely,

____
principal


SCHOOL
PSYCHOLOGIST REPORT

When the school psychologist report is returned to the school, the school coordinator will review the folder, set a date for the staffing or placement, and invite the participants.



Evaluations will be done by the school psychologist.

NOTIFICATION OF SPEICAL EDUCATION PLACEMENT COMMITTEE MEETING

____
date

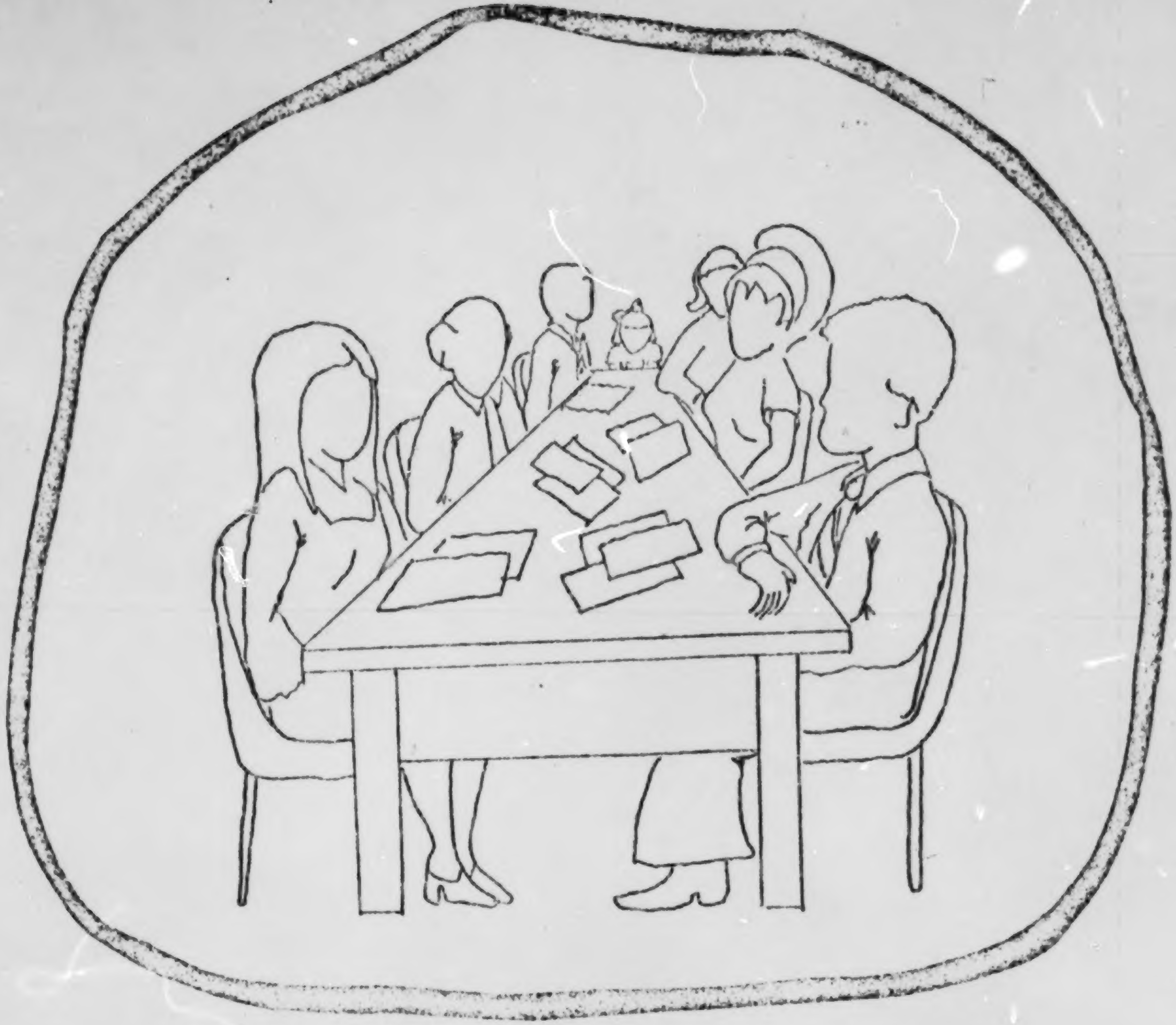
Dear Parent:

On ____________________ the Special Education Placement Committee of

________________________ will meet to talk about the best way to
school

work with your child ________________________. We would like, for you to attend this meeting. You may also bring another person with you. Please try to come.

____
Principal



The Special Education Placement committee composed of school and county-wide personnel, and parent will meet to discuss the child's placement. Minutes of the proceeding will be kept. If it is the decision of the committee that the child needs special education the Individual Education Program Annual goal will be developed at this meeting.

MINUTES OF SPECIAL EDUCATION PLACEMENT
COFFEE COUNTY

NAME: ______________________________ DATE ______________

PSYCHOLOGIST: ______________________________________

MEMBERS PRESENT: ____________________________ CHAIRPERSON

______________________ ______________________

______________________ ______________________

______________________ ______________________

Consensus of opinion obtained for placement:

____Yes Conditions: ______________________________

____No ______________________________

Reason for non-acceptance

_____Does not meet program criteria

_____Parent rejects placement

_____Service not available

_____Problem is too mild for placement

_____Other ______________________________________

Criteria met for placement:

1. In acceptable I.Q. range according to state guide limitations.
2. Educational achievement within program limitations according to state guide.
3. Emotional/school adjustment within program limits as set forth in state criteria.
4. Indication of additional education services desirable.
5. Other ______________________________________

IEP Date to be completed: ______________________________

CASE HISTORY----SECURED FROM PARENTS, TEACHERS, AND SCHOOL RECORDS

NAME____

BRIEFLY DESCRIBE:

1. Medical background____
____
____
____

2. Social adjustment____
____
____

3. Home environment____
____
____

REFERRAL TO OTHER AGENCIES:

_______Public Health
_______Mental Health
_______Family & Children Services
_______TMR CENTER
_______BD CENTER
_______Vocational Rehabilitation Center
_______Other____

IMPORTANT COMMENTS

Form C

PROGRAM FOR EXCEPTIONAL CHILDREN

INDIVIDUAL EDUCATION PROGRAM: ANNUAL REVIEW

Child's Name ____________________

School ____________________

Date of Review ____________________

Committee Members Present at Review: ________

____

____

____
(Chairman)

Summary Statement of Present Levels of Educational Performance (Include academic functional levels and other strengths and weaknesses)

____

____

____

____

____

Recommendations for next year ____________________

____

____

____

____

Annual Goals for Next Year	Program Responsible	Hours per Week (if Resource)

I have received this report and have been informed of its contents:

Parent Signature ____________________ Date ____________________

I. E. P. STAFFING REPORT

CHILD____________________________________

Committee Members Present STAFFING DATE__________

Chairman:________________ ________________ ________________

________________ ________________ ________________

CURRENT FUNCTIONING:

1. Academics

3. Behavior

4. Other

2. Social

5. Testing

____

____

____

____

Recommended Services	Time in Each
________________	________________
________________	________________
________________	________________

Service Coordinator________________ Program Responsible__________

Annual Goals____

____

____

I have reviewed this report and been informed of its contents.

Parent Signature______________________ Date______________

The parents will then give their permission for placement. They will sign the "Permission for Placement" and IEP-Annual Goals indicating agreement. If the parents are not present, the forms must be signed before the child can be placed.

PARENTAL CONSENT FOR PLACEMENT

ear:____________________:

On__________________________, the Special Education Placement Committee of your
(date)
child's school met. At this meeting, the following suggestions were made for

______________________________________.
(child's name)

The Special Education Placement Committee suggested that your child receive help through the______________________________program located in _______________.
name of program — school

An individual educational plan will be written for your child. This plan will include what he is doing now, what he needs to learn and how he will be taught. You may help write this plan for your child. If you want to be included, please check on the other form.

If you have a question about this placement, you may ask for a conference. If you disagree with the placement, you have a right to a hearing.

The minutes of the Placement Committee are kept at the school and you may look at them if you wish.

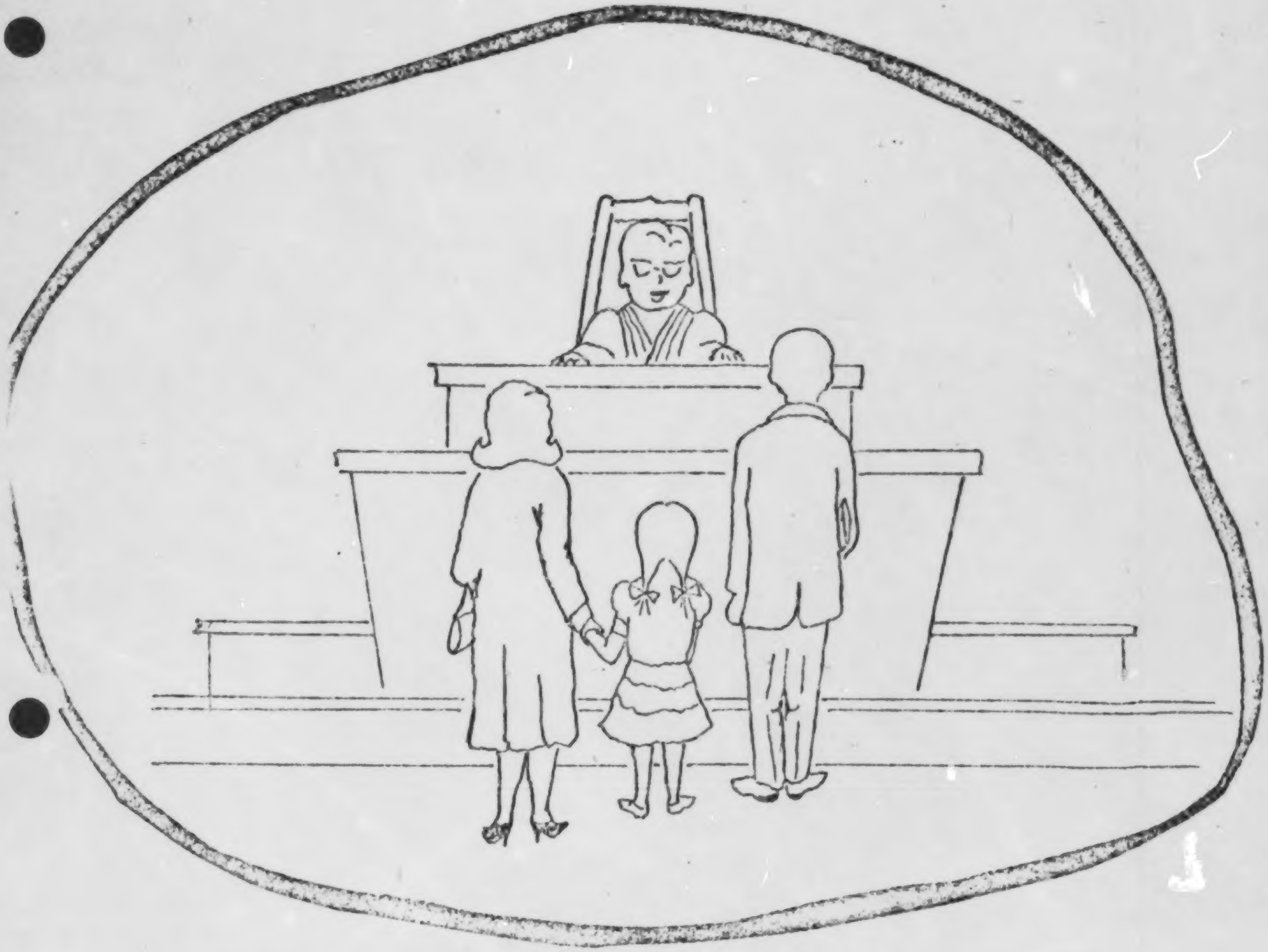
If we do not hear from you within 15 school days, an appropriate school person will talk with you at home to find out why you did not respond.

Please fill out the attached form and return it to the school.

Sincerely,

____
(principal)

____
(date)



If the parents do not agree with the placement and/or the IEP, steps are taken to initiate a Hearing.

For forms see page___________.

PARENTAL CONSENT FOR PLACEMENT

have read or have had read to me the following statement.

This is to certify that I approve of ______________________________
(name)

participating in the ______________________________ at ____________________
(program) (school)

I understand that this placement has been considered and recommended by the Special Education Placement Committee and that it is believed to be the best educational placement at this time for my child.

________ Yes, I do agree with this placement.

________ No, I do not agree with this placement.

Reasons for non-agreement ____

____

____

________ I would like a conference concerning my child's placement.

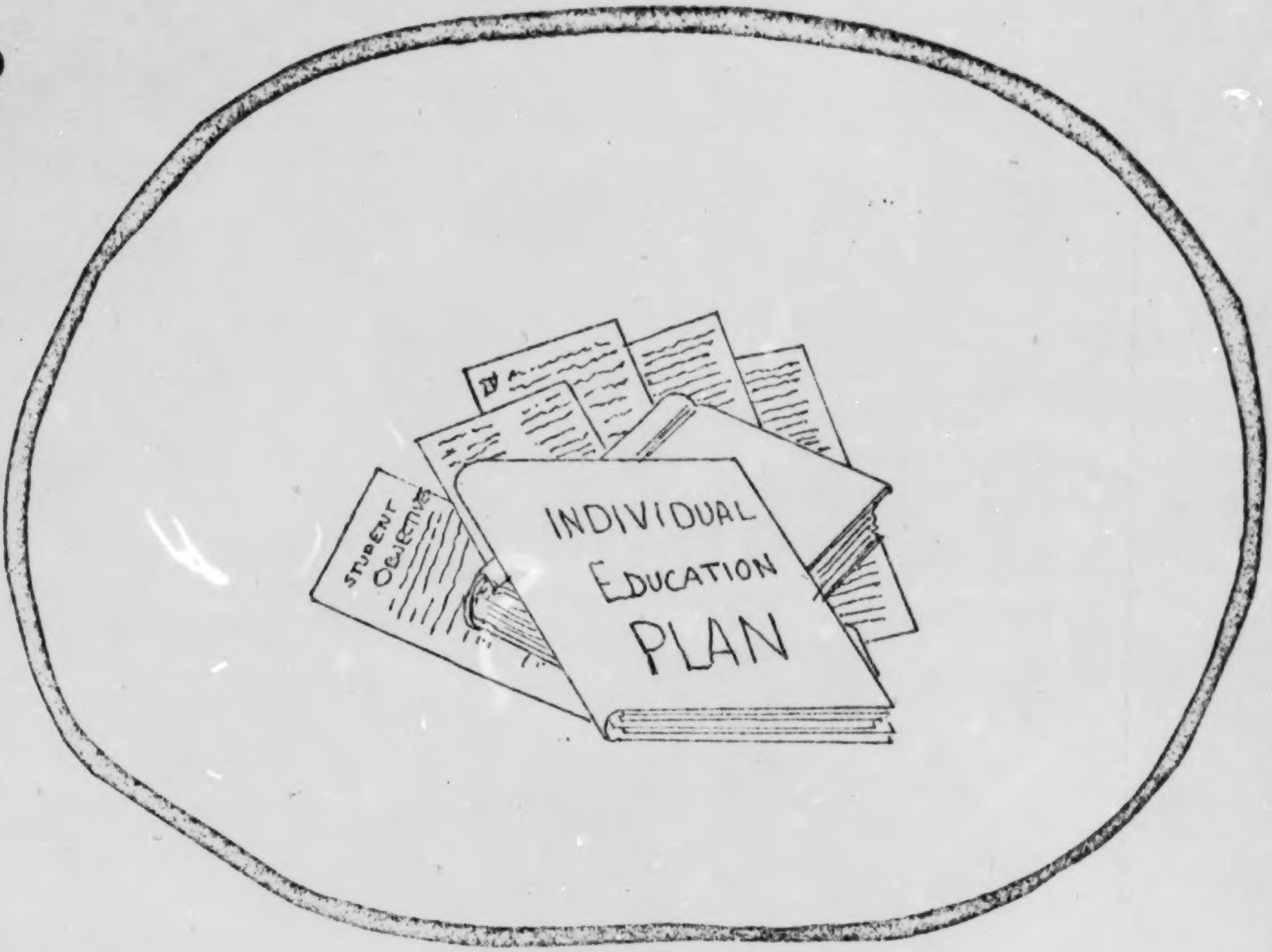
________ Yes, I do wish to participate in the development of my child's individual education plan.

________ No, I do not wish to participate in the development of my child's individual education plan.

____
Parents or guardians Date

____
Teacher Date

____
Principal Date


INDIVIDUAL
EDUCATION
PLAN
STUDENT OBJECTIVES

Within 30 school days of placement, the special education teacher will have completed the short term behavioral objectives for the child. These IEP's will be on file in the student folder. All individuals working with the child shall have access to the I.E.P. Three copies of the I.E.P. will be made. One copy will be for the student folder, one copy will be on file in the Superintendent's office, and one copy will be available to the parents.

Child's Name________________________

School________________________

Date of Program Entry________________________

Prioritized Long Term Goals (Terminal Behavior)

Summary Statement of Present Levels of Educational Performance (Strengths and Weaknesses)

Annual/Long Term Goals	Persons to Provide Service	% of Time	Beginning Date	Review Date

Regular Classroom Placement

Year	Grade	% Time

____
Coordinator of I.E.P.

____
Signature

Committee Members Present________________________

Dates of Meeting________________________

Chairman________________________

I have received this report and been informed of its contents:

Parent Signature________________________ Date________________________

Form B

I. E. P.

SHORT TERM INSTRUCTIONAL OBJECTIVES

HILD________________ PROGRAM(S)________________

CHOOL(S)________________ TEACHER(S)________________ ENTRY DATE(S) FOR PROGRAM________________

ANNUAL GOAL________________

Objective	Criteria for Mastery	Date Initiated	Person Responsible	Evaluation of Performance	Review Date

I have reviewed this report and have been informed of its contents:

Parent Signature________________ Date________________

Form C

PROGRAM FOR EXCEPTIONAL CHILDREN

INDIVIDUAL EDUCATION PROGRAM: ANNUAL REVIEW

Child's Name ______________________

School ______________________

Date of Review ______________________

Committee Members Present at Review: ________

____

____

______________________ (Chairman)

Summary Statement of Present Levels of Educational Performance (Include academic functional levels and other strengths and weaknesses)

____

____

____

____

____

Recommendations for next year ______________________

____

____

____

____

Annual Goals for Next Year	Program Responsible	Hours per Week (if Resource)

I have received this report and have been informed of its contents:

Parent Signature ______________________ Date ______________________

INDIVIDUAL EDUCATION PROGRAM: INDIVIDUAL EDUCATION PLAN

Form B

(Complete one of these for each goal statement specified on Total Service Plan)

Child's Name______________________________

School(s)____________________ Teacher(s)____________

Program Entry Date____________________

Projected Ending Date__________________

Prioritized Short Term Instructional Objective(s)

____

____

____

Task Analysis of Instructional Objective	Criteria for Mastery	Materials and/or Resources	Date Started	Date Reviewed	Evaluation of Performance

I have reviewed this report and have been informed of its contents:

Parent Signature____________________________ Date__________________

I. E.

SHORT TERM INSTRUCTIONAL OBJECTIVES

PROGRAM(S)______________________________

CHILD______________________________

TEACHER(S)____________________ ENTRY DATE(S) FOR PROGRAM__________

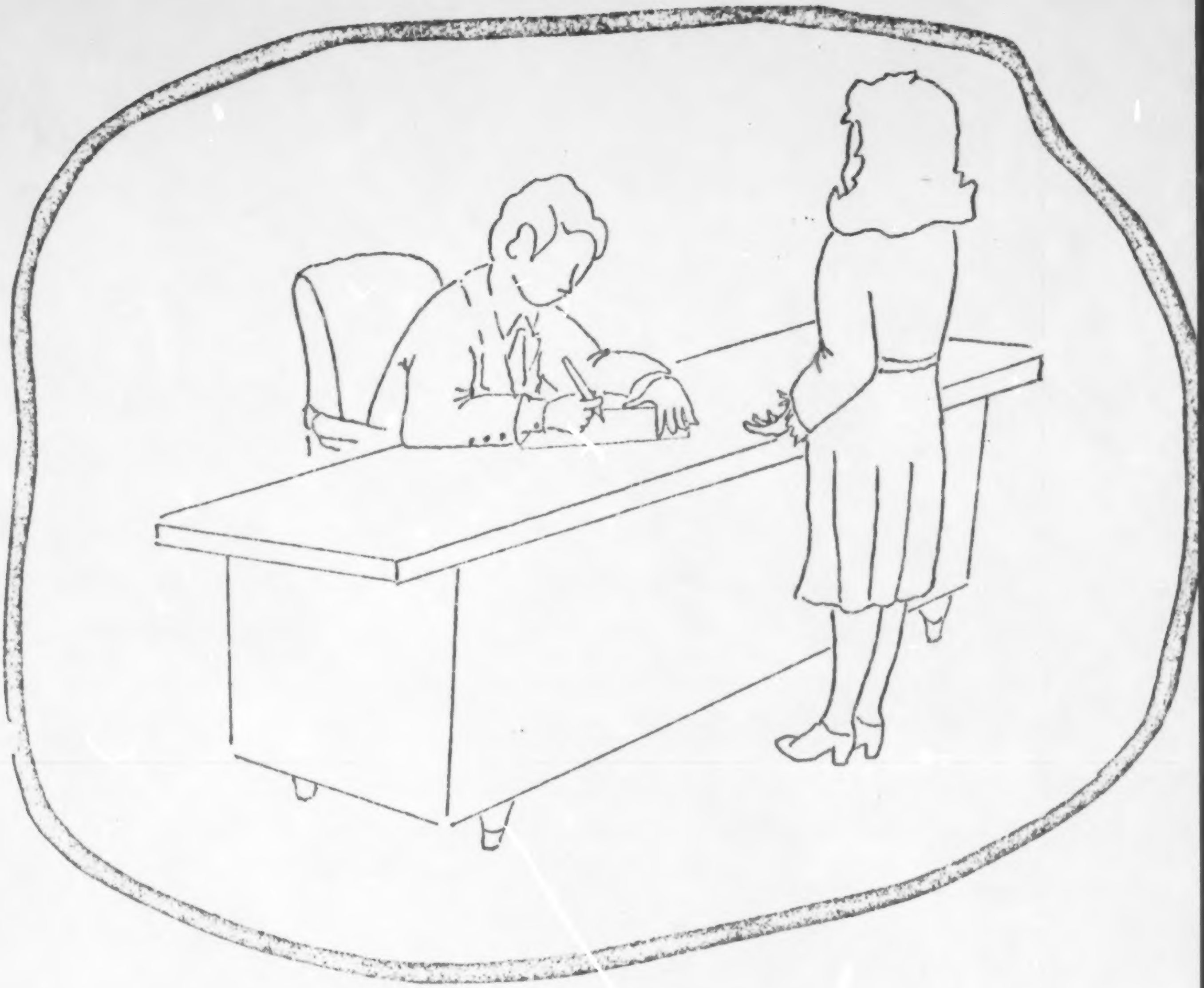
SCHOOL(S)______________________________

ANNUAL GOAL______________________________

Objective	Criteria for Mastery	Date Initiated	Person Responsible	Evaluation of Performance	Review Date

I have reviewed this report and have been informed of its contents:

Parent Signature______________________________ Date____________________



After the placement committee meeting, the local principal and Special Education Teacher will sign the verification statement and submit it to the Special Education Coordinator along with the IEP. These forms will be on file in the superintendent's office.

VERIFICATION - PROCEDURAL DUE PROCESS

NAME: ____________________ BIRTHDAY: ______________________________

SCHOOL: ____________________

PROGRAM: ____________________

DATE

1. Parent Permission for Testing sent ____________
2. Parent Permission for Testing received ____________
3. Vision Screening Scheduled ____________
4. Vision Screening Completed ____________
5. Hearing Screening Scheduled ____________
6. Hearing Screening Completed ____________
7. Referral to Psychologist ____________
8. Test Schedule ____________
9. Parents Notified of Testing ____________
10. Test Completed ____________
11. Test returned to system ____________
12. Parents Notified of time & place of Placement Committee ____________
13. Placement Committee Notice Received ____________
14. Placement Committee Met
15. IEP Developed ____________
16. Parents Notified of Placement Committee Decision ____________
7. Parent Form for Placement sent ____________
18. Form Received ____________
19. Student Placed ____________
20. Verification Sheet sent to County Office ____________

VERIFICATION - PROCEDURAL DUE PROCESS

I hereby verify that ______________________________ has been placed in my
child's name
special education class according to due process procedures as evidenced by the by the attached Verification-Procedural Due Process Form.

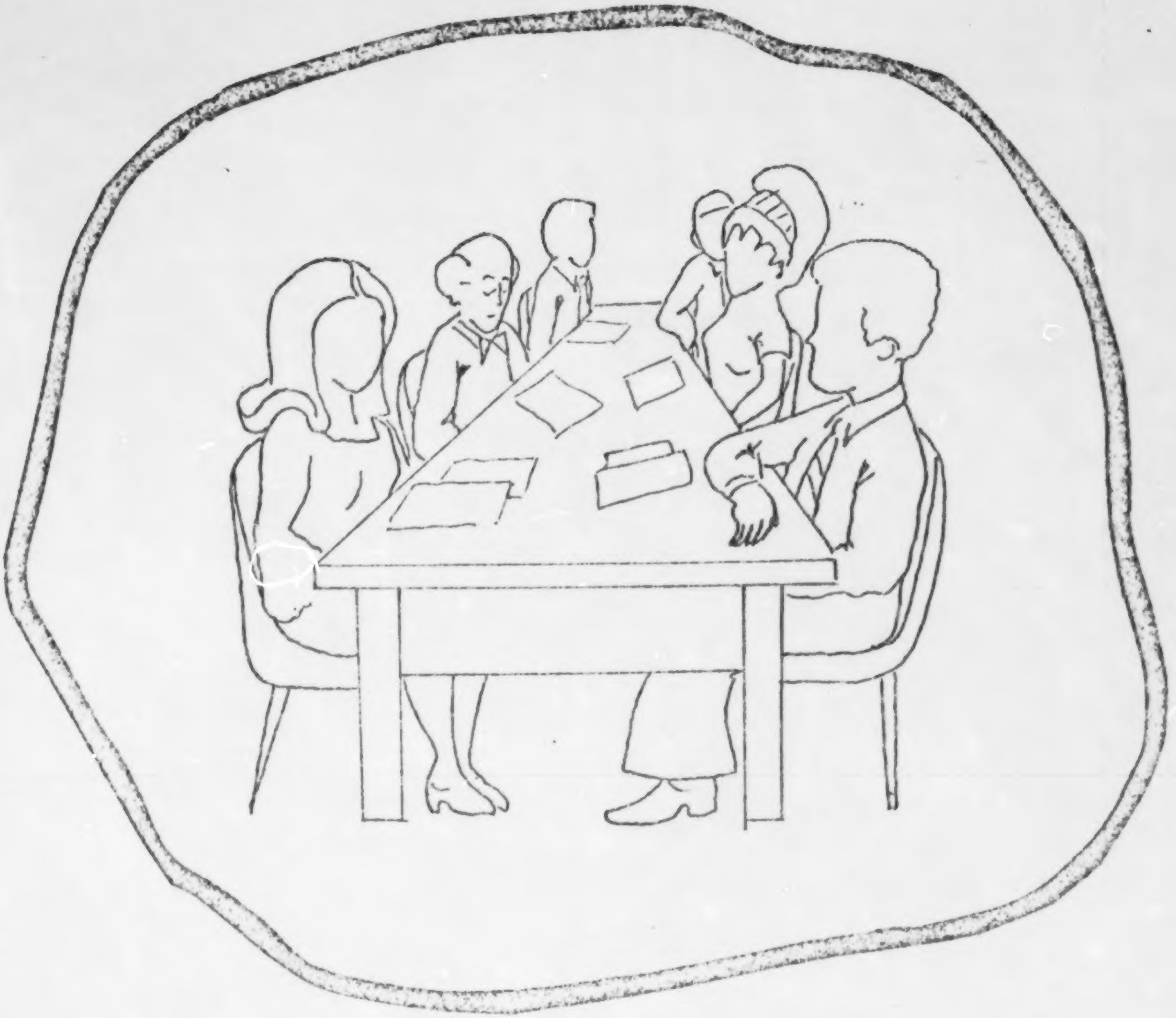
____
teacher's name

____
date

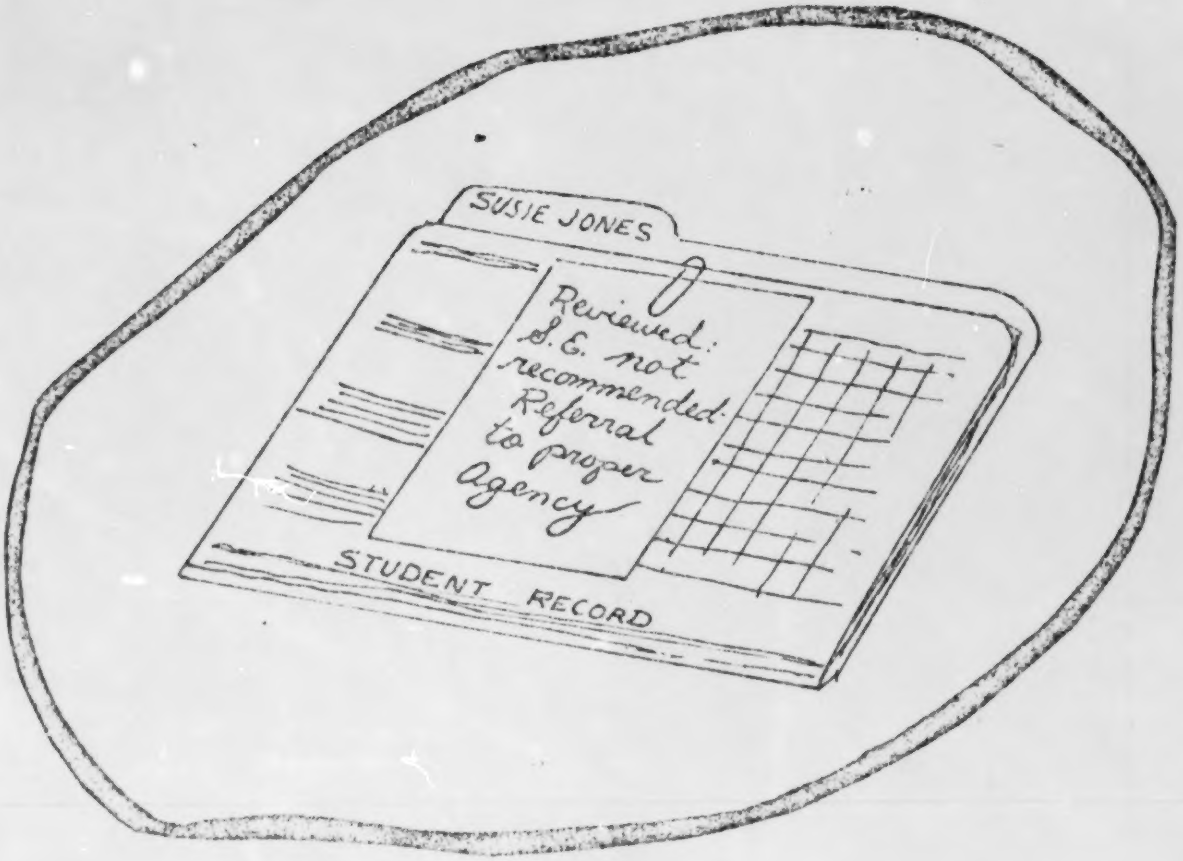
I hereby verify that ______________________________ has been placed
child's name
in a special education class in my school according to due procedures as evidenced by the attached Verification-Procedural Due Process Form.

____
principal's name

____
date



The child's IEP will be reviewed and up dated annually by the Special Education Placement Committee. Within three years, a comprehensive re-evaluation will be made by the Special Education teacher and school psychologist.


SUSIE JONES
Reviewed: S.E. not recommended. Referral to proper Agency
STUDENT RECORD

In cases where the services of Special Education are not recommended, consultive information [illegible] be given to the home, school and/or referral agency to assist in programming. Information or referral to other agencies will be the responsibility of the Special Education Coordinator and the Special Education Teacher.

SAMPLE FORM

AUTHORIZATION TO RELEASE INFORMATION

I hereby authorize

____

____
(Agency)

____

to release all available educational, psychological, immunization, screening and ______________________________ information on my child, ______________________________
(other) (name)

____.
(birthday)

to

____

____
(agency)

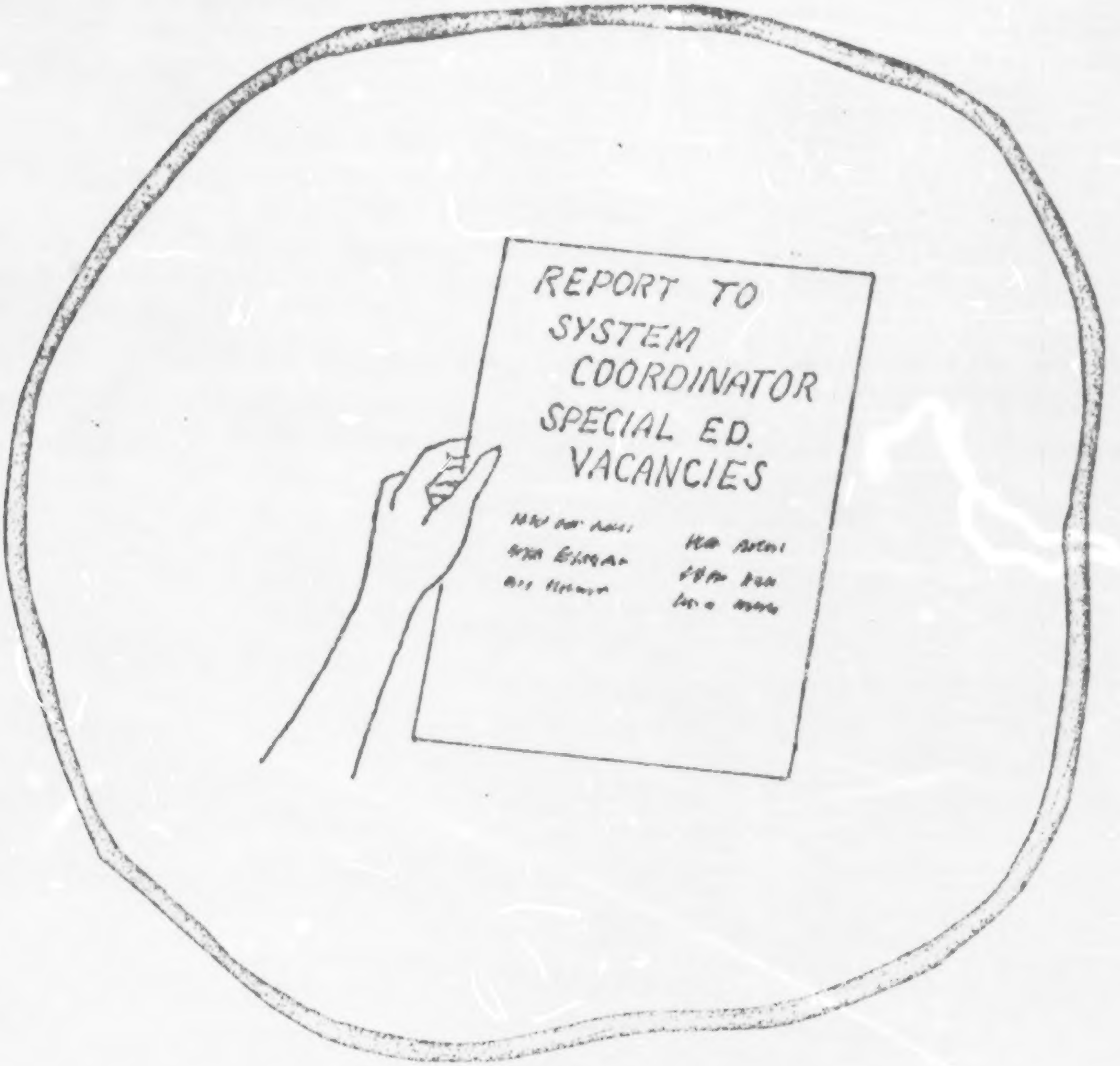
____

I understand and agree to the above statement.

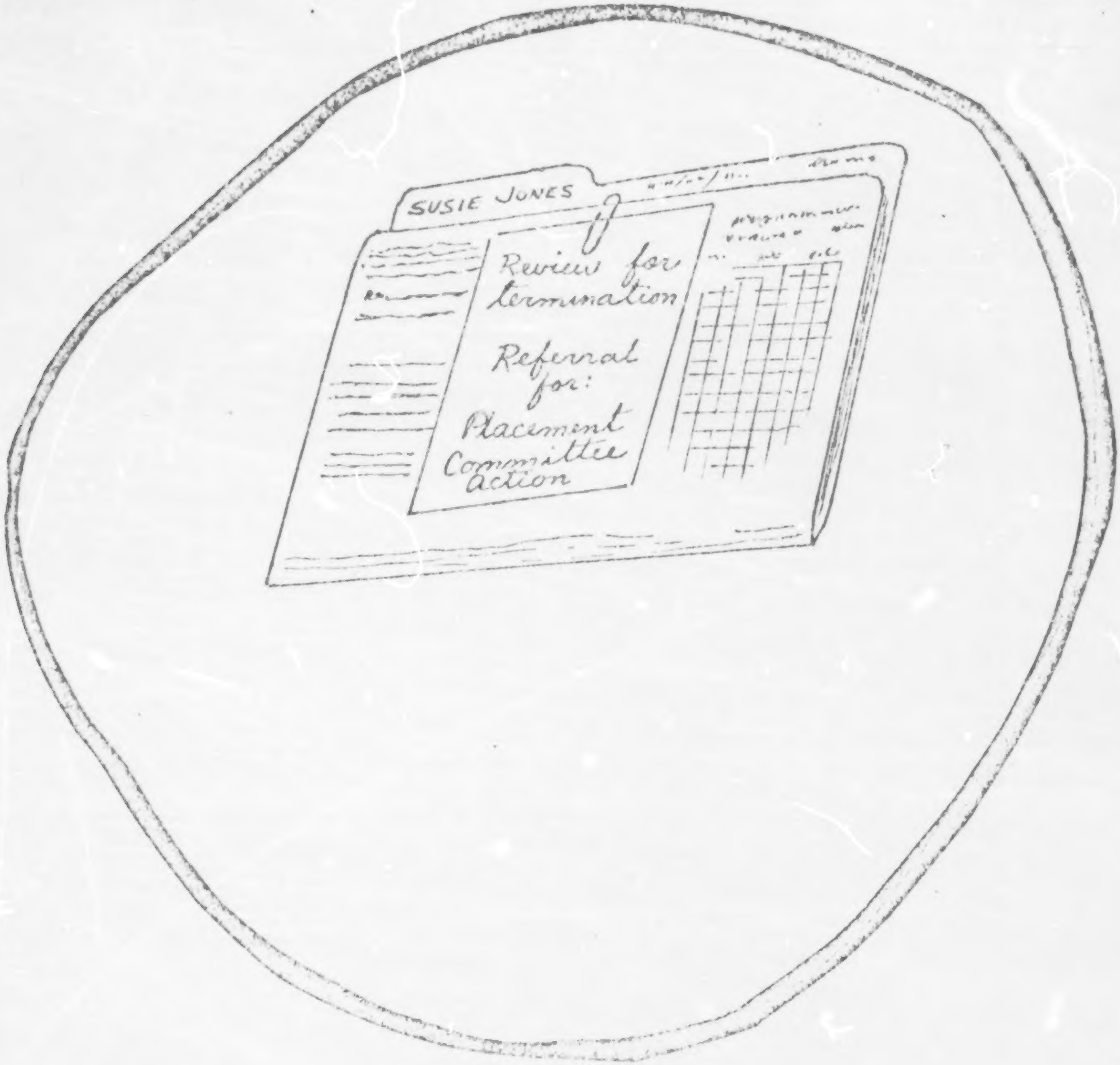
____
Signature Date

(Authorization to be kept on file.)

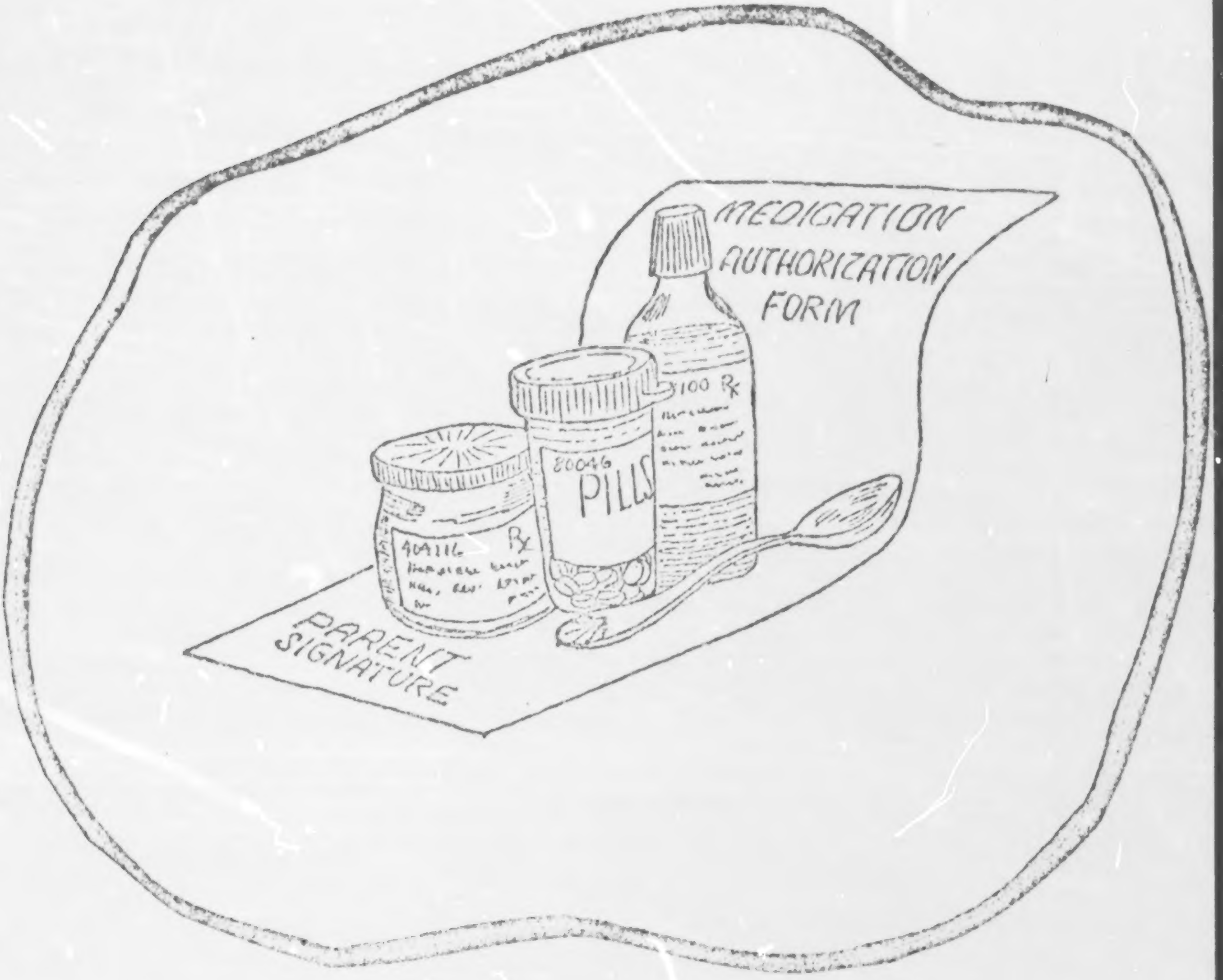
(The above information is not to be released to a third party.)


REPORT TO
SYSTEM
COORDINATOR
SPECIAL ED.
VACANCIES

The principal of the local school and the special teachers in the local school will be responsible for reporting vacancies in special classes to the system coordinator so that students on the waiting lists may receive Special Education services as early as possible.


SUSIE JONES
Review for termination
Referral for:
Placement Committee Action

No child will be terminated from services or placed into another program except through a staffing process. Changes in placement involving another Special Education Program will be made through the staffing/placement procedures. Parental consent is required for all program changes.


MEDICATION
AUTHORIZATION
FORM
100 Rx
80046
PILLS
404116
Rx
PARENT
SIGNATURE

If the child is on medication, a parent release form authorizing the principal to allow the child to take prescribed doseages at school is required.

Date______________________

Doctor________________________has seen my child and prescribed medication. The medication _______________________________(name of drug) is to be taken at ______________________________(time).

I hereby authorize the principal to allow my child______________________to take to prescribed dosage at ____________________time while at school.

____
Parents

ADDITIONAL FORMS

SPEICAL EDUCATION PERMISSION
TO BE TRANSPORTED BY AUTOMOBILE

Dear________________________:

Sometimes it does not cost as much to take a small group of children to Paulk School in a car or station wagon as it does to drive a bus.

Since your child________________________________is enrolled in a program at Paulk School will you give your permission for____________________________to be transported by car or station wagon as well as by bus.

______________I give permission for____________________________to be transported by car or station wagon to Paulk School.

Please return this form to school. You cooperation is appreciated.

Sincerely,

Mary Lee Armstrong
ecial Education

James Thompson
Transportation

COFFEE COUNTY HOSPITAL/HOMEBOUND SERVICES
REFERRAL FOR HOME INSTRUCTION SERVICES

Definition: Home instruction is a teaching service for children who are physically unable to attend school for two weeks or longer. These children must be enrolled in a school in Coffee County and will remain on roll while receiving home instruction. (For further details, see attached instructions).

1. PUPIL INFORMATION (To be completed by the principal and sent to child's physician. Upon return from the physician the principal will forward to the director of the Program for Exceptional Children).

NAME______________________________ BIRTHDAY____________
(last) (first) (middle)

PARENT OR GUARDIAN______________________________
(last) (first) (middle)

ADDRESS______________________________ TELEPHONE____________

SCHOOL______________________________ GRADE____________

ADDRESS______________________________ TELEPHONE____________

HOMEROOM TEACHER____________________ LAST DAY OF PUPIL'S ATTENDANCE____________

PARENT'S SIGNATURE______________________________ DATE____________

PRINCIPAL'S SIGNATURE______________________________ DATE____________

2. MEDICAL CERIFICATION (To be completed by the physician and returned to the prinipal).

DIAGNOSIS OF PHYSICAL ILLNESS______________________________

____

APPROXIMATE DATE CHILD WILL BE READY FOR INSTRUCTION____________________

THIS CHILD IS CAPABLE OF RECEIVING HOME INSTRUCTION WITH THE FOLLOWING LIMITATION:________

____

3. HOSPITAL/HOMEBOUND INSTRUCTOR'S EVALUATION

APPROVED____________ NOT APPROVED (REASON)____________________

DATE OF FIRST SESSION______________________________

SIGNATURE OF TEACHER OF HOSPITAL/HOMEBOUND____________________

APPENDIX D

Procedural Due Process Personnel Training Program

JULIAN WILLIAMS
Assistant Superintendent
GARY MOORE
Curriculum Director
WALTER RAY
Federals Programs Director
CHESTER WILLIAMS
Pupil Personnel Coordinator
GRACE EUBANK
[illegible]ool Psychologist
[illegible]ARY ARMSTRONG
Special Education
L. J. HARRELL
Visiting Teacher
MIRTIE S. DOCKERY
School Food Services
GEORGE PRYOR
Administrative Coordinator

Coffee County Schools
CHARLES C. MORGAN, JR., SUPERINTENDENT
P. O. BOX 959
(912) 384-2086
Douglas, Georgia 31533

COUNTY BOARD MEMBERS
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Board Chairman
DONALD MCCALLUM
Vice-Chairman
STACY ADAMS
RAYMOND LUKE
DISKIN MORGAN, M.D.

Office Manager
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Payroll Clerk
MARY ROBERTS
Bookkeeper
JEAN ADAMS
Administrative Secretary
LYNN ATKINSON
Communication Coordina
ALICE WARD
Lunchroom Bookkeeper
FEV HUTTO
Title I Secretary

DUE PROCESS PROCEDURES TEST EVALUATION

PUBLIC LAW 94-142 (1975) ESTABLISH PROCEDURES AND GUIDELINES FOR SPECIAL EDUCATION.

MARK TRUE OR FALSE

TRUE FALSE

_____ _____ 1. Before a psychological evaluation can be made, parent permission must be obtained in writing.

_____ _____ 2. Before a teacher can give any one child in her class a specific diagnostic test, parent permission must be obtained in writing.

_____ _____ 3. Verbal parental permission is adequate for testing for the gifted class.

_____ _____ 4. A student can request psychological evaluation.

_____ _____ 5. Students, over 18, can legally sign placement forms for his/her placement in a special class.

_____ _____ 6. Before an individual psychological examination can be given, screening of vision and hearing must be completed.

_____ _____ 7. If a child stays in a special education program, he must be re-evaluated every five years.

_____ _____ 8. Parents must be notified prior to testing, as to date and time.

_____ _____ 9. Parents can not accompany their child to the evaluation session.

_____ _____ 10. The Special Education Placement Committee may meet without parental notification as to date, time and place.

_____ _____ 11. Records of the Placement Committee meeting must be kept.

_____ _____ 12. Parents can bring others with them to the Placement Committee Meetings.

TRUE	FALSE		
_____	_____	13.	The time and date of the Placement Committee Meeting must be convenient to the Principal and Special Education Teacher with no regard to the parents.
_____	_____	14.	A child may be removed from a Special Education Program without a Placement Committee Meeting.
_____	_____	15.	The decision at the Placement Committee is final.
_____	_____	16.	All testing must be conducted in English.
_____	_____	17.	A special education teacher or a principal can be sued for not following due process procedures in placing a child.
_____	_____	18.	A parent can have an independent psychologist evaluate his child.
_____	_____	19.	One form can be used to give permission to test and place.
_____	_____	20.	If parents can not read, a school official must read froms to them.
_____	_____	21.	Parents can not see psychological reports.
_____	_____	22.	When a child moves, all records are automatically forwarded to the new school.
_____	_____	23.	It is the responsibility of the principal and special education teacher to advise parents of exceptional children of their rights.
_____	_____	24.	The IEP annual goals are written by the Special Education Teacher.
_____	_____	25.	Federal and state review teams are now employed to monitor records at special education students upon request.
_____	_____	26.	IEP's must be written for each special education child by the end of each school year.
_____	_____	27.	Parents must be present before short term goals can be written.
_____	_____	28.	Children transferring into a school who were previously placed in a special program, can be placed before records are obtained.
_____	_____	29.	Hearing Review Boards are established in each system and are responsible for making decisions in keeping with the child's best interest.
_____	_____	30.	Principals and special education teachers are legally responsible for maintaining accurate records which verify that due process procedures have been afforded to each child in their program.

PROCEDURAL DUE PROCESS PERSONNEL TRAINING PROGRAM
WORKSHOP EVALUATION

Please evaluate the training session. Your comments and suggestions will be used to revise the presentation. Thank you.

Mary Lee Armstrong

---

1. The general presentation was ______________________ ______________________________________.

2. The length of the training session was ______________ ______________________________________.

3. The audio and visual aids were ______________________ ______________________________________.

4. The materials covered were ______________________ ______________________________________.

5. The handout materials were ______________________ ______________________________________.

6. The physical conditions of the room were ______________ ______________________________________.

7. In my opinion, regular classroom teachers would (profit or not profit) from this presentation.

General Comments:
____
____
____

_____ Special Education Teacher _____ Administrator

_____ Regular Education Teacher _____ Other

Date: ____________________

PROCEDURAL DUE PROCESS: LOG

____ Individual Conference

____ School Mail/Feedback

____ Teacher

____ Principal

OBSERVER: MLA BBM

TRAINEE: ____

DATE: ____

CONTACT NUMBER: 1 2 3 4

POINTS TO COVER: ____

COMMENTS: ____

FOLLOW - UP CONFERENCE SCHEDULED: ____

TRAINING COMPLETE: ____
Observer

____
Date

PROCEDURAL DUE PROCESS: LOG

✓ Individual Conference

___ School Mail/Feedback

___ Teacher

✓ Principal

OBSERVER: [✓ MLA] BBM

TRAINEE: Ray

DATE: 10-5-76

CONTACT NUMBER: [✓ 1] 2 3 4

POINTS TO COVER:

1. Class "rolls" for special teachers (N=4)
2. Student records (N= 173)
3. Requirements for each folder
4. Placement of new students
5. Referrals for psychological tests

COMMENTS: Cooperative - willing to put out effort
compulsive "concerning records"

FOLLOW - UP CONFERENCE SCHEDULED: 11-1-76

TRAINING COMPLETE: ______________
Observer

____
Date

PROCEDURAL DUE PROCESS: LOG

___ Individual Conference

X School Mail/Feedback

___ Teacher

✓ Principal

OBSERVER: [✓ MLA] BBM

TRAINEE: Ray

DATE: 11-1-77

CONTACT NUMBER: 1 [✓ 2] 3 4

POINTS TO COVER:

1. Status of teacher compliance (N=3)
2. Schedule for re-evaluations (N= 8)
3. Schedule for placement meetings
4. Status of student folders (N= 173)

COMMENTS: Schedule mid year check

FOLLOW - UP CONFERENCE SCHEDULED: 1-12-77

TRAINING COMPLETE: ______________________

Observer

____

Date

PROCEDURAL DUE PROCESS: LOG

✓ Individual Conference

___ School Mail/Feedback

___ Teacher

✓ Principal

OBSERVER: [✓ MLA] BBM

TRAINEE: Ray

DATE: 1-12-77

CONTACT NUMBER: 1 2 [✓ 3] 4

POINTS TO COVER:
1. Review status of new students, student records
2. Check referrals for reevaluations

COMMENTS: Needs more referral forms and parent notifications

FOLLOW - UP CONFERENCE SCHEDULED: ___

TRAINING COMPLETE: ___
Observer

___
Date

PROCEDURAL DUE PROCESS: LOG

X Individual Conference

___ Teacher

___ School Mail/Feedback

X Principal

OBSERVER: [✓ MLA] BBM

TRAINEE: Roy

DATE: 4-15-77

CONTACT NUMBER: 1 2 3 [✓ 4]

POINTS TO COVER:

1. Review concepts missed on pre-post # 2, 26, 30
2. Go over identification sheet
3. Review status of teachers + students

COMMENTS: Nice to work with

FOLLOW - UP CONFERENCE SCHEDULED:

TRAINING COMPLETE: Mary Lou Armstrong
Observer

4-15-77
Date

PROCEDURAL DUE PROCESS: LOG

___ Individual Conference
X School Mail/Feedback

✓ Teacher
___ Principal

OBSERVER: [✓ MLA] BBM

TRAINEE: Wright

DATE: 10-5-76

CONTACT NUMBER: [✓ 1] 2 3 4

POINTS TO COVER: Received your Check list today. You have done a good job getting started. Please refer the following children for re-evaluation: ① TA ② GF ③ SS ④ TW; we will also need to look closely at DC's placement - advise me if you think it is appropriate - test data may not be accurate;

COMMENTS: Please submit you addition information by Nov. 1, 1976.

FOLLOW - UP CONFERENCE SCHEDULED: Nov. 1, 1976

TRAINING COMPLETE: ______________________
Observer

____
Date

PROCEDURAL DUE PROCESS: LOG

✓ Individual Conference

☐ School Mail/Feedback

✓ Teacher

☐ Principal

OBSERVER: [✓ MLA] BBM

TRAINEE: Wright

DATE: 11-1-76

CONTACT NUMBER: 1 [✓ 2] 3 4

POINTS TO COVER:

1. Referrals to psychologist
2. Placement committee meeting DC
3. New students - placement meetings
4. Updated class roll

COMMENTS: Very cooperative - records look good, well organized; schedule placement committee meetings

FOLLOW - UP CONFERENCE SCHEDULED: Jan. 12, 1977

TRAINING COMPLETE: ____________________

Observer

____

Date

[illegible]

PROCEDURAL DUE PROCESS: LOG

✓ Individual Conference

___ School Mail/Feedback

✓ Teacher

___ Principal

OBSERVER: [✓ MLA] BBM

TRAINEE: Wright

DATE: 1-12-77

CONTACT NUMBER: 1 2 [✓ 3] 4

POINTS TO COVER: 1. Review records
2. Evaluate pre-post data on students
3. Update checklist

COMMENTS: Will need one more check after 2nd training session

FOLLOW - UP CONFERENCE SCHEDULED: April 15, 1977

TRAINING COMPLETE: ______________________
Observer

____
Date

PROCEDURAL DUE PROCESS: LOG

✓ Individual Conference

☐ School Mail/Feedback

✓ Teacher

☐ Principal

OBSERVER: [✓ MLA] BBM

TRAINEE: Wright

DATE: 4-15-1977

CONTACT NUMBER: 1 2 3 [✓ 4]

POINTS TO COVER: 1. Review Pre post test on Workshop
2. Update Check list
3. Check records

COMMENTS: A good worker. All records in compliance.

FOLLOW - UP CONFERENCE SCHEDULED:

TRAINING COMPLETE: Mary Lee Armstrong
Observer

4-15-77
Date

APPENDIX E

Dissemination

JULIAN WILLIAMS
Assistant Superintendent
CARY MOORE
Curriculum Director
ALTER RAY
ederals Programs Director
CHESTER WILLIAMS
Pupil Personnel Coordinator
DR. GRACE EUBANK
School Psychologist
MARY ARMSTRONG
Special Education
L. J. HARRELL
Visiting Teacher
MIRTIE S. DOCKERY
School Food Services
GEORGE PRYOR
Administrative Coordinator

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MARY ROBERTS
Bookkeeper
JEAN ADAMS
Administrative Bookkeeper
LYNN ATKINSON
Communication Coordinator
ALICE WARD
Lunchroom Bookkeeper
FEV HUTTO
Title I Bookkeeper

May 1, 1977

Dear

At the fall conference for Special Education Administrators, new Regulations and Procedures were issued by the Special Education Department of the Georgia Department of Education. These guidelines are based on Public Law 94-142 and contain the procedural safeguards that each system must follow in regard to the evaluation and placement of handicapped children.

As a part of my doctoral program at Nova University, I have conducted a practicum this year to develop, implement, monitor, and evaluate a model to establish the system in Coffee County Schools. The major components are 1) a Procedural Due Process Checklist, 2) a Procedural Due Process Handbook/Packet, and 3) a Procedural Due Process Personnel Training Program.

Since dissemination is an intergral part of the Nova program, I have designed a two hour presentation for special education teachers and administrators. If you are interested in providing this training for your staff, please contact me. There is no charge for the workshop and a sample of the materials will be provided free.

I look forward to working with you and your staff to meet the needs of exceptional children in our area. If I can be of assistance, please let me know.

Sincerely,

Mary Lee Armstrong, Coordinator
Special Education

DISSEMINATION
LETTERS SENT:

Atkinson County
  Mr. James Morris, Superintendent
  Atkinson County Schools

  Ms. Barbara Strickland, Coordinator
  Special Education

Bacon County
  Mr. Edison Murphy, Superintendent
  Bacon County Schools

  Mr. Wendell R. Tanner, Coordiantor
  Special Education

Brantley County
  Mr. James Thorton, Superintendent
  Brantley County Schools

Charlton County
  Mr. D. Ray James, Superintendent
  Charlton County Schools

  Ms. Marilyn Craft, Coordinator
  Special Education

Clinch County
  Mr. Joe Brooks, Superintendent
  Clinch County Schools

Pierce County
  Mr. Edward Drawdy, Superintendent
  Pierce County Schools

  Ms. Tina Sue O'Quinn, Coordinator
  Special Education

Ware County
  Dr. Charles Green, Superintendent
  Ware County Schools

  Mr. Lawton Lee, Coordinator
  Special Education

Waycross City
  Mr. Mike Jones, Superintendent
  Waycross City Schools

  Ms. Peggy Justice, Coordinator
  Special Education

DISSEMINATION
LETTERS SENT: Continued

Dr. A. L. Woodard, Director
Okefenokee Coorperative Educational Services Agency
North Augusta Road
Waycross, Georgia 31501

Mr. Vince Richardson, Director
Georgia Learning Resources System
1492 Bailey Street
Waycross, Georgia 31501

Dr. Herbert Nash, Director
Special Education Program
Georgia Department of Education
State Office Building
Atlanta, Georgia 30334

Dr. Allan Gurley, Director
Early Childhood and Special Education
Georgia Department of Education
State Office Building
Atlanta, Georgia 30334

Dr. Leo Kelley, Callaway Professor
Valdosta State College
Special Education Department
Valdosta, Georgia

APPENDIX F

Measurement and Evaluation

Expanded

JULIAN WILLIAMS
Assistant Superintendent
ARY MOORE
urriculum Director
VALTER RAY
Programs Director
WILLIAMS
sonnel Coordinator
GRACE EUBANK
chool Psychologist
ARY ARMSTRONG
pecial Education
J. HARRELL
isiting Teacher
AIRTIE S. DOCKERY
chool Food Services
EORGE PRYOR
dministrative Coordinator

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Payroll Clerk
MARY ROBERTS
Bookkeeper
JEAN ADAMS
Administrative Secretary
LYNN ATKINSON
Communication Coordinator
ALICE WARD
Lunchroom Bookkeeper
FEV HUTTO
Title I Secretary

December 15, 1976

Richard Worrell, Chairman of the Board
Coffee County Board of Education
Coffee County Schools
Douglas, Georgia 31533

Dear Mr. Worrell:

At a recent conference for Special Education Administrators, new Regulations and Procedures were issued by the Special Education Department of the Department of Education of the State of Georgia to serve as guidelines for the development and implementation of special education programs in the state. One of the most important features of these regulations are the procedural safeguards or due process procedures that must be followed in placing children into special programs.

I would like to undertake a project to evaluate the due process procedures that have been used prior to this year (1976-77), to up-date any steps such as parent permission forms or placement meetings that have been omitted, and to work with the special education teachers to establish a monitoring system to insure that our program meets the requirements of the State Department of Education and that we are in compliance with Public Law 94-142.

This project would not be of any additional expense to the Board. I would simply like your support and approval of the effort.

Thank you for the continued support that you and the other members of the Board of Education have extended to me and the Special Education Program this year.

Sincerely,

Mary Lee Armstrong
Special Education

ULIAN WILLIAMS
ssistant Superintendent
ARY MOORE
urriculum Director
VALTER RAY
edr Programs Director
[illegible] WILLIAMS
[illegible]ersonnel Coordinator
[illegible]RACE EUBANK
chool Psychologist
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FEV HUTTO
Title I Secretary

December 15, 1976

Charles C. Morgan, Jr., Superintendent
Coffee County Schools
Douglas, Georgia 31533

Dear Mr. Morgan:

At the recent conference for Special Education Administrators, new Regulations and Procedures were issued by the Special Education Department of the Department of Education of the State of Georgia. These guidelines contain the procedural safeguards that each system must follow to insure that due process procedures have been followed in placing children into special education programs.

I would like to undertake a project to evaluate the due process procedures that have been used in placing children prior to this year (1976-77), to up-date any steps such as permission forms or placement meetings that have been omitted, and to establish a monitoring system to insure that our program meets the requirements of the State Department of Education and Public Law 94-142.

This project would serve as a part of my Nova Practicum. It will also serve to verify to the Board that we are in compliance with the law.

If you approve of this effort, please let me know.

Thank you for the continued support which you have given to me and to the Special Education Program this year.

Sincerely,

Mary Lee Armstrong, Coordinator
Special Education

ULIAN WILLIAMS
ssistant Superintendent
ARY MOORE
urriculum Director
VALTER RAY
[illegible] Programs Director
[illegible] WILLIAMS
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ALICE WARD
Lunchroom Bookkeeper
FEV HUTTO
Title I Secretary

December 15, 1976

Charles C. Morgan, Jr., Superintendent
Coffee County Schools
Douglas, Georgia 31533

Dear Mr. Morgan:

In my effort to evaluate and establish a workable system of due process for special education students in the county, I would like to involve six special education teachers (representing various exceptionalities) for development and evaluation. I would like to request that these teachers be allowed to have release time (four one-half days) to work on this project.

This release time would not be of any additional cost to the system since each of these individuals has one-half day per week for planning. It would simply mean that they would leave their schools and meet at the Migrant Center on these occasions.

If you can approve this request, please let me know. I will also obtain permission from the principals of the individual teachers prior to setting up any meetings.

Sincerely,

Mary Lee Armstrong, Coordinator
Special Education

Coffee County Schools
CHARLES C. MORGAN, JR., SUPERINTENDENT
P. O. BOX 959
(912) 384-2086
Douglas, Georgia 31533

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[illegible] R WILLIAMS
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RAYMOND LUKE
DISKIN MORGAN, M.D.

December 15, 1976

Mr. Julian A. Williams
Assistant Superintendent
Coffee County Schools
Douglas, Georgia 31533

Dear Mr. Williams:

At the recent conference for Special Education Administrators, new Regulations and Procedures were issued by the Special Education Department of the Department of Education of the State of Georgia. These guidelines contain the procedural safeguards that each system must follow to insure that due process procedures have been followed in placing children into special education programs.

I would like to undertake a project to evaluate the due process procedures that have been used in placing children prior to this year (1976-77), to up-date any steps such as permission forms or placement meetings that have been omitted, and to establish a monitoring system to insure that our program meets the requirements of the State Department of Education and Public Law 94-142.

This project would serve as a part of my Nova Practicum. It will also serve to verify to the Board that we are in compliance with the law.

If you approve of this effort, please let me know.

Thank you for the continued support which you have given to me and to the Special Education Program this year.

Sincerely,

Mary Lee Armstrong, Coordinator
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Vice-Chairman
STACY ADAMS
RAYMOND LUKE
DISKIN MORGAN, M.D.

December 15, 1976

Mr. Julian Williams
Assistant Superintendent
Coffee County Schools
Douglas, Georgia 31533

Dear Mr. Williams:

In my effort to evaluate and establish a workable system of due process for special education students in the county, I would like to involve six special education teachers (representing various exceptionalities) for development and evaluation. I would like to request that these teachers be allowed to have release time (four one-half days) to work on this project.

This release time would not be of any additional cost to the system since each of these individuals has one-half day per week for planning. It would simply mean that they would leave their schools and meet at the Migrant Center on these occasions.

If you can approve this request, please let me know. I will also obtain permission from the principals of the individual teachers prior to setting up any meetings.

Sincerely,

Mary Lee Armstrong, Coordinator
Special Education

LIAN WILLIAMS
ssistant Superintendent
ARY MOORE
urriculum Director
ALTER RAY
ls Programs Director
N WILLIAMS
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Administrative Secretary
LYNN ATKINSON
Communication Coordinator
ALICE WARD
Lunchroom Bookkeeper
FEY HUTTO
Title I Secretary

December 15, 1976

Mr. Chester Williams, Director
Pupil Personnel
Coffee County Schools
Douglas, Georgia 31533

Dear Mr. Williams:

In my effort to evaluate and establish a workable system of due process for special education students in the county, I would like to involve six special education teachers (representing various exceptionalities) for development and evaluation. I would like to request that these teachers be allowed to have release time (four one-half days) to work on this project.

This release time would not be of any additional cost to the system since each of these individuals has one-half day per week for planning. It would simply mean that they would leave their schools and meet at the Migrant Center on these occasions.

If you can approve this request, please let me know. I will also obtain permission from the principals of the individual teachers prior to setting up any meetings.

Sincerely,

Mary Lee Armstrong, Coordinator
Special Education

ULIAN WILLIAMS
ssistant Superintendant
ARY MOORE
urriculum Director
ALTER RAY
[illegible] Programs Director
[illegible] WILLIAMS
[illegible] sonnel Coordinator
R. [illegible] RACE EUBANK
chool Psychologist
ARY ARMSTRONG
pecial Education
. J. HARRELL
isiting Teacher
AIRTIE S. DOCKERY
chool Food Services
EORGE PRYOR
dministrative Coordinator

Coffee County Schools
CHARLES C. MORGAN, JR., SUPERINTENDENT
P. O. BOX 959
(912) 384-2086
Douglas, Georgia 31533

COUNTY BOARD MEMBERS
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Payroll Clerk
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Bookkeeper
JEAN ADAMS
Administrative Secretary
LYNN ATKINSON
Communication Coordinator
ALICE WARD
Lunchroom Bookkeeper
FEV HUTTO
Title I Secretary

December 15, 1976

Mr. Chester Williams, Director
Pupil Personnel
Coffee County Schools
Douglas, Georgia 31533

Dear Mr. Williams:

At the recent conference for Special Education Administrators, new Regulations and Procedures were issued by the Special Education Department of the Department of Education of the State of Georgia. These guidelines contain the procedural safeguards that each system must follow to insure that due process procedures have been followed in placing children into special education programs.

I would like to undertake a project to evaluate the due process procedures that have been used in placing children prior to this year (1976-77), to up-date any steps such as permission forms or placement meetings that have been omitted, and to establish a monitoring system to insure that our program meets the requirements of the State Department of Education and Public Law 94-142.

This project would serve as a part of my Nova Practicum. It will also serve to verify to the Board that we are in compliance with the law.

If you approve of this effort, please let me know.

Thank you for the continued support which you have given to me and to the Special Education Program this year.

Sincerely,

Mary Lee Armstrong, Coordinator
Special Education

JULIAN WILLIAMS
Assistant Superintendant
CARY MOORE
Curriculum Director
WALTER RAY
Federal Programs Director
[illegible]ER WILLIAMS
[illegible] Personnel Coordinator
DR. GRACE EUBANK
School Psychologist
MARY ARMSTRONG
Special Education
L. J. HARRELL
Visiting Teacher
MIRTIE S. DOCKERY
School Food Services
GEORGE PRYOR
Administrative Coordinator

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Lunchroom Bookkeeper
FEV HUTTO
Title I Secretary

I have reviewed the forms for Procedural Due Process for Coffee County. I have made any notations for changes that I found necessary.

In essence, I believe that these materials meet the needs of a rural school system in South Georgia.

Sincerely,

Brenda Merchant
Name

Sp Ed Specialist Okefenokee CESA
Position

2-28-77
Date

JULIAN WILLIAMS
Assistant Superintendent
CARY MOORE
Curriculum Director
WALTER RAY
Federals Programs Director
ER WILLIAMS
ersonnel Coordinator
GRACE EUBANK
School Psychologist
MARY ARMSTRONG
Special Education
L. J. HARRELL
Visiting Teacher
MIRTIE S. DOCKERY
School Food Services
GEORGE PRYOR
Administrative Coordinator

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Douglas, Georgia 31533

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FEV HUTTO
Title I Secretary

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Sincerely,

L. J. Harrell
Name

Visiting Teacher
Position

2-18-77
Date

JULIAN WILLIAMS
Assistant Superintendent
CARY MOORE
Curriculum Director
WALTER RAY
ls Programs Director
ER WILLIAMS
Pupil Personnel Coordinator
DR. GRACE EUBANK
School Psychologist
MARY ARMSTRONG
Special Education
L. J. HARRELL
Visiting Teacher
MIRTIE S. DOCKERY
School Food Services
GEORGE PRYOR
Administrative Coordinator

Coffee County Schools

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ALICE WARD
Lunchroom Bookkeeper
FEV HUTTO
Title I Secretary

I have reviewed the forms for Procedural Due Process for Coffee County. I have made any notations for changes that I found necessary.

In essence, I believe that these materials meet the needs of a rural school system in South Georgia.

Sincerely,

Dorothy Hutto
Name

Associate School Psychologist
Position

2 - 25 - 77
Date

JULIAN WILLIAMS
Assistant Superintendent
CARY MOORE
Curriculum Director
WALTER RAY
ls Programs Director
ER WILLIAMS
ersonnel Coordinator
CE EUBANK
chologist
MSTRONG
Sp ducation
L. RRELL
Visiting Teacher
MIRTIE S. OCKERY
School Food Services
GEORGE PRYOR
Administrative Coordinator

Coffee County Schools

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Title I Secretary

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In essence, I believe that these materials meet the needs of a rural school system in South Georgia.

Sincerely,

[illegible]
Name

Director of [illegible] Funds
Position

5-31-77
Date

JULIAN WILLIAMS
Assistant Superintendent
CARY MOORE
Curriculum Director
WALTER RAY
s Programs Director
ER WILLIAMS
Personnel Coordinator
DR. GRACE EUBANK
School Psychologist
MARY ARMSTRONG
Special Education
L. J. HARRELL
Visiting Teacher
MIRTIE S. DOCKERY
School Food Services
GEORGE PRYOR
Administrative Coordinator

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ALICE WARD
Lunchroom Bookkeeper
FEV HUTTO
Title I Secretary

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In essence, I believe that these materials meet the needs of a rural school system in South Georgia.

Sincerely,

Leo J. Kelly
Name
Calloway Professor
Position
3/2/77
Date

JULIAN WILLIAMS
Assistant Superintendent
GARY MOORE
Curriculum Director
WALTER KAY
als Programs Director
ER WILLIAMS
Personnel Coordinator
GRACE EUBANK
School Psychologist
MARY ARMSTRONG
Special Education
L. J. HARRELL
Visiting Teacher
MIRTIE S. DOCKERY
School Food Services
GEORGE PRYOR
Administrative Coordinator

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Douglas, Georgia 31533

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ALICE WARD
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FEV HUTTO
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I have reviewed the forms for Procedural Due Process for Coffee County. I have made any notations for changes that I found necessary.

In essence, I believe that these materials meet the needs of a rural school system in South Georgia.

Sincerely,

Geralda Bass
Name
Faculty Special Education, Valdosta State College
Position
March 3, 1977
Date

JULIAN WILLIAMS
Assistant Superintendent
CARY MOORE
Curriculum Director
WALTER RAY
Federals Programs Director
CHESTER WILLIAMS
Personnel Coordinator
[illegible]ACE EUBANK
[illegible]ol Psychologist
MARY ARMSTRONG
Special Education
L. J. HARRELL
Visiting Teacher
MIRTIE S. DOCKERY
School Food Services
GEORGE PRYOR
Administrative Coordinator

Coffee County Schools

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P. O. BOX 959
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Douglas, Georgia 31533

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FEV HUTTO
Title I Secretary

I have reviewed the forms for Procedural Due Process for Coffee County. I have made any notations for changes that I found necessary.

In essence, I believe that these materials meet the needs of a rural school system in South Georgia.

Sincerely,

Name

Assoc. Sch. Psy.
Position

2-24-77
Date

JULIAN WILLIAMS
Assistant Superintendent
CARY MOORE
Curriculum Director
WALTER RAY
Federals Programs Director
ER WILLIAMS
ersonnel Coordinator
GRACE EUBANK
School Psychologist
MARY ARMSTRONG
Special Education
L. J. HARRELL
Visiting Teacher
MIRTIE S. DOCKERY
School Food Services
GEORGE PRYOR
Administrative Coordinator

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Douglas, Georgia 31533

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FEV HUTTO
Title I Secretary

I have reviewed the forms for Procedural Due Process for Coffee County. I have made any notations for changes that I found necessary.

In essence, I believe that these materials meet the needs of a rural school system in South Georgia.

Sincerely,

Dr. Ellen G. Stern
Name
Coordinator, Behavior Disorders Program
Position
Valdosta State College
3/3/77
Date

SPECIAL EDUCATION TEACHER	ITEMS CONSIDERED FOR DUE PROCESS 1	2	3	4	5	6	7	8	9	10	11	12	13	14	15

PROCEDURAL DUE PROCESS: LOG

____ Individual Conference ____ Teacher

____ School Mail/Feedback ____ Principal

OBSERVER: MLA BBM

TRAINEE: ____________________

DATE: ____________________

CONTACT NUMBER: 1 2 3 4

POINTS TO COVER: ____________________

COMMENTS: ____________________

FOLLOW - UP CONFERENCE SCHEDULED: ____________________

TRAINING COMPLETE: ____________________
Observer

____
Date

PROCEDURAL DUE PROCESS PACKET
EVALUATION RATING SCALE

Please evaluate the attached materials according to the following scale and make comments and suggestions where applicable. Your continued support of this effort is certainly appreciated. Thank you.

Mary Lee Armstrong
Brenda Merchant

Mark each item on the basis of 1 to 5 — Poor 1 2 3 4 Good 5

1. The forms are readable 1 2 3 4 5

Comments ____________________

2. As you interpret the law, the major points are covered 1 2 3 4 5

Comments ____________________

3. The presentation is clear 1 2 3 4 5

Comments ____________________

4. The presentation is attractive 1 2 3 4 5

Comments ____________________

5. Most parents could read and understand 1 2 3 4 5

Comments ____________________

6. The material is applicable for other systems 1 2 3 4 5

Comments ____________________

7. New teachers and principals could follow 1 2 3 4 5

Comments ____________________

Coffee County Board Of Education
P.O. Box 959
(912) 384-2086
Douglas, Georgia 31533

Richard Morrell
Chairman

ucy Adams

Stan Rockett

Donald McCallum
Vice-Chairman

Raymond Luke

Jack K. Willis
Superintendent

MEMO TO: Jack K. Willis, Superintendent
Board of Education, Coffee County School System

MEMO FROM: Mary Lee Armstrong, Coordinator
Special Education

DATE: July 15, 1977

SUBJECT: Procedural Due Process for Special Education

This is to advise you that procedural due process for special education students as required by Public Law 94-142 has been developed and implemented in the Coffee County Schools. A training program for teachers and administrators, a handbook for procedures and forms, and a monitoring process are available.

According to the reports of teachers and principals submitted June 11, 1977, all special education students placed in programs in our system have been assured the procedural safeguards as required by law.

EVALUATION SHEET - Practicum Process

PRACTICUMS LABORATORY
Introductory Proposal - Addendum
Page 1

Procedure		Target Date	Date Accomplished	Effectiveness Adequate -- Inadequate 1	2	3	4	5	Comments
#1 Approval of	Superintendent	Dec 15, 1976	Dec. 15, 1976	[✓ 1]	2	3	4	5	
	Assistant Superintendent	Dec. 15, 1976	Dec. 15, 1976	[✓ 1]	2	3	4	5	
#2 Approval of	Superintendent	Dec. 15, 1976	Dec. 15, 1976	[✓ 1]	2	3	4	5	Submitted to Board also
	Assistant Superintendent	Dec. 15, 1976	Dec. 15, 1976	[✓ 1]	2	3	4	5	
1	Principal (a)	Mar. 1, 1977	Feb. 1, 1977	[✓ 1]	2	3	4	5	
	Principal (b)	Mar. 1, 1977	Jan. 24, 1977	[✓ 1]	2	3	4	5	
	Principal (c)	Mar. 1, 1977	Jan. 28, 1977	[✓ 1]	2	3	4	5	
	Principal (d)	Mar. 1, 1977	Feb. 4, 1977	[✓ 1]	2	3	4	5	
	Principal (e)	Mar. 1, 1977	Feb. 8, 1977	[✓ 1]	2	3	4	5	
	Principal (f)	Mar. 1, 1977	Feb. 9, 1977	[✓ 1]	2	3	4	5	
	Principal (g)	Mar. 1, 1977	Jan. 26, 1977	[✓ 1]	2	3	4	5	
	Principal (h)	Mar. 1, 1977	Feb. 8, 1977	[✓ 1]	2	3	4	5	
	Principal (i)	Mar. 1, 1977	Jan. 20, 1977	[✓ 1]	2	3	4	5	
#3 Approval of	teacher (a)	Mar. 15, 1977	Feb. 14, 1977	[✓ 1]	2	3	4	5	
	teacher (b)	Mar. 15, 1977	Feb. 1, 1977	[✓ 1]	2	3	4	5	
	teacher (c)	Mar. 15, 1977	Feb. 24, 1977	[✓ 1]	2	3	4	5	
	teacher (d)	Mar. 15, 1977	Feb. 17, 1977	[✓ 1]	2	3	4	5	

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EVALUATION SHEET - Practicum Process

PRACTICUMS LABORATORY
Introductory Proposal - Addendum
Page 2

Procedure	Target Date	Date Accomplished	Effectiveness Adequate -- Inadequate 1	2	3	4	5	Comments
Teacher(c)	Mar. 15, 1977	Feb. 11, 1977	[✓ 1]	2	3	4	5	
Teacher(f)	Mar. 15, 1977	Feb. 22, 1977	[✓ 1]	2	3	4	5	
#4 Approval of Superintendent	Jan. 1, 1977	Dec. 15, 1976	[✓ 1]	2	3	4	5	
Assistant Superintendent	Jan. 1, 1977	Dec. 15, 1976	[✓ 1]	2	3	4	5	
Board of Education	Jan. 1, 1977	Dec. 15, 1976	[✓ 1]	2	3	4	5	
#5 Review of literature (ERIC)	Jan. 15, 1977	Jan 8, 1977	1	[✓ 2]	3	4	5	Made search - order articles: Made 2nd sear
State guidelines	Jan. 15, 1977	Oct. 1, 1976	[✓ 1]	2	3	4	5	Review April, 1977 also
federal guidelines	Jan. 15, 1977	Dec. 30, 1976	[✓ 1]	2	3	4	5	
#6 Contact consultants federal	Jan. 15, 1977	Dec. 8, 1976	[✓ 1]	2	3	4	5	in Washington at BEH
state	Jan. 15, 1977	Oct. 1, 1976 Nov. 28, 1976	[✓ 1]	2	3	4	5	continuous - final guidelines April 1, 1977
Area (CESA)	Jan. 15, 1977	Oct. 15, 1976	[✓ 1]	2	3	4	5	is assisting with inservice & follow up
G.R.P.S	Jan. 15, 1977	Dec. 1, 1977 Feb. 14, 1976	1	[✓ 2]	3	4	5	
VSC	Jan. 15, 1977	Feb. 15, 1977	1	2	[✓ 3]	4	5	
GSC	Jan. 15, 1977		1	2	3	4	[✓ 5]	Used VSC - professor at GSC on leave
#7 Update guidelines State	Apr. 1, 1977	Mar. 1, 1977	[✓ 1]	2	3	4	5	Continuous process
federal	Apr. 1, 1977	Mar. 1, 1977	[✓ 1]	2	3	4	5	continuous process
#8 Evaluate pre-existing models	Dec. 1, 1976	Nov. 30, 1976 Jan. 15, 1977	1	[✓ 2]	3	4	5	have ordered more may have to make slid or videotape for trai fund A FAPE

EVALUATION SHEET - Practicum Process

PRACTICUMS LABORATORY
Introductory Proposal - Addendum
Page 3

Procedure	Target Date	Date Accomplished	Effectiveness Adequate -- Inadequate 1	2	3	4	5	Comments
#9 Develop Due Process Packet	Feb. 15, 1977	Feb. 15, 1977	①	2	3	4	5	Draft completed
Due Process Checklist #1	Aug. 19, 1976	Aug. 19, 1976	1	②	3	4	5	Workable - needed mod
Due Process Checklist #2	Feb. 15, 1977	Feb. 14, 1977	①	2	3	4	5	
#10 Submit (DPP + Checklist) to observers			1	2	3	4	5	
Internal (1)	Feb. 20, 1977	Feb. 15, 1977	①	2	3	4	5	
Internal (2)	Feb. 20, 1977	Feb. 15, 1977	①	2	3	4	5	
Internal (3)	Feb. 20, 1977	Feb. 15, 1977	①	2	3	4	5	
External (1)	Feb. 20, 1977	Feb. 15, 1977	①	2	3	4	5	
External (2)	Feb. 20, 1977	Feb. 15, 1977	①	2	3	4	5	
External (3)	Feb. 20, 1977	Feb. 15, 1977	①	2	3	4	5	
#11 Revise Due Process Packet + Checklist	Mar. 10, 1977	Mar. 15, 1977	1	②	3	4	5	Evaluation late
#12 Schedule Training Sessions			1	2	3	4	5	
Teachers #(1)	Aug. 19, 1976	Aug. 19, 1976	①	2	3	4	5	
Teachers #(2)	Mar. 8, 1977	Jan. 10, 1977	①	2	3	4	5	
Individual Conferences (1)	Oct. 1976	Oct. 30, 1976	1	2	③	4	5	
(2)	Dec. 1976	Dec. 15, 1976	1	2	③	4	5	
(3)	Feb, 1977	Feb. 15, 1977	1	②	3	4	5	
(4)	Apr, 1977	Apr. 13, 1977	①	2	3	4	5	Training Complete

EVALUATION SHEET - Practicum Process

PRACTICUMS LABORATORY
Introductory Proposal - Addendum
Page 4

Procedure	Target Date	Date Accomplished	Effectiveness Adequate -- Inadequate					Comments
			1	2	3	4	5	
Principals (1)	Sept. 30, 1976	Sept. 27, 1976	1	[✓ 2]	3	4	5	
Principals (2)	Mar. 29, 1977	Mar. 28, 1977	[✓ 1]	2	3	4	5	
Individual Conferences (1)	Oct. 1976	Oct. 30, 1976	1	[✓ 2]	3	4	5	
Individual Conferences (2)	Feb. 1977	Feb. 16, 1977	[✓ 1]	2	3	4	5	
Individual Conferences (3)	May 1977	May 15, 1977	[✓ 1]	2	3	4	5	Complete training
#13 Conduct training sessions			1	2	3	4	5	
Teachers (1)	Aug 25, 1976	Aug 25, 1976	1	[✓ 2]	3	4	5	
Teachers (2)	Mar. 25, 1977	Mar. 25, 1977	[✓ 1]	2	3	4	5	
Principals (1)	Sept. 30, 1976	Sept. 27, 1976	1	[✓ 2]	3	4	5	
Principals (2)	Mar. 29, 1977	Mar. 29, 1977	[✓ 1]	2	3	4	5	
# 14 Special Education Teacher Guides			1	2	3	4	5	
Session (1)	Oct. 1976	Oct. 15, 1976	[✓ 1]	2	3	4	5	
Session (2)	Feb. 1977	Feb. 25, 1977	[✓ 1]	2	3	4	5	
Session (3)	Mar. 1977	Mar. 7, 1977	[✓ 1]	2	3	4	5	
# 15 Classrolls / Due Process Checklist			1	2	3	4	5	
# 1	Oct. 1, 1976	Oct. 15, 1976	1	[✓ 2]	3	4	5	
# 2	Feb. 28, 1977	Feb. 28, 1977	[✓ 1]	2	3	4	5	Much better

EVALUATION SHEET - Practicum Process

PRACTICUMS LABORATORY
Introductory Proposal - Addendum
Page 5

Procedure	Target Date	Date Accomplished	Effectiveness Adequate -- Inadequate					Comments
			1	2	3	4	5	
#3	May 15, 1977	June 11, 1977	[✓ 1]	2	3	4	5	Changed date to end of year
# 16 Evaluate Due Process Checklist			1	2	3	4	5	
(1)	Oct 15, 1976	Oct. 28, 1976	1	2	3	[✓ 4]	5	late
(2)	Feb. 28, 1977	Mar. 2, 1977	[✓ 1]	2	3	4	5	
(3)	May 30, 1977	June 15, 1977	[✓ 1]	2	3	4	5	Date changed to concur with end of yr
# 17 Feedback on Due Process			1	2	3	4	5	
(1)	Nov. 1, 1976	Nov. 10, 1976	1	2	3	[✓ 4]	5	late
(2)	Mar. 1, 1977	Mar. 1, 1977	[✓ 1]	2	3	4	5	
(3)	June 1, 1977	June 5, 1977	[✓ 1]	2	3	4	5	Great job - princ & teachers
# 18 Follow up sessions			1	2	3	4	5	
(1) October	Oct. 28, 1976	Oct. 30, 1976	1	[✓ 2]	3	4	5	
(2) November	Nov. 19, 1976	Nov. 15, 1976	[✓ 1]	2	3	4	5	
(3) December	Dec. 10, 1976	Dec. 16, 1976	1	2	[✓ 3]	4	5	
(4) January	Jan. 20, 1977	Jan. 21, 1977	1	[✓ 2]	3	4	5	
(5) February	Feb. 17, 1977	Feb. 16, 1977	1	[✓ 2]	3	4	5	
(6) March	Mar. 24, 1977	Mar. 24, 1977	[✓ 1]	2	3	4	5	
(7) April	April 5, 1977	April 5, 1977	[✓ 1]	2	3	4	5	

EVALUATION SHEET - Practicum Process

PRACTICUMS LABORATORY
Introductory Proposal - Addendum
Page 6

Procedure	Target Date	Date Accomplished	Effectiveness Adequate -- Inadequate 1	2	3	4	5	Comments
(8) May	May 30, 1977	May 30, 1977	[✓ 1]	2	3	4	5	
# 19 Package Due Process Packet	Mar. 20, 1977	Mar. 20, 1977	[✓ 1]	2	3	4	5	
Distribute to schools	Mar. 25, 1977	Mar. 25, 1977	1	2	[✓ 3]	4	5	Forms in school — new packet Aug. 2 Listed in files in alphabetical orde
# 20 Verification by teacher (a)	May 30, 1977	June 11, 1977	[✓ 1]	2	3	4	5	
teacher (b)	May 30, 1977	June 11, 1977	[✓ 1]	2	3	4	5	
teacher (c)	May 30, 1977	June 11, 1977	[✓ 1]	2	3	4	5	
teacher (d)	May 30, 1977	June 11, 1977	[✓ 1]	2	3	4	5	
teacher (e)	May 30, 1977	June 11, 1977	[✓ 1]	2	3	4	5	
teacher (f)	May 30, 1977	June 11, 1977	[✓ 1]	2	3	4	5	
teacher (g)	May 30, 1977	June 11, 1977	[✓ 1]	2	3	4	5	
teacher (h)	May 30, 1977	June 11, 1977	[✓ 1]	2	3	4	5	
teacher (i)	May 30, 1977	June 11, 1977	[✓ 1]	2	3	4	5	
teacher (j)	May 30, 1977	June 11, 1977	[✓ 1]	2	3	4	5	
teacher (k)	May 30, 1977	June 11, 1977	[✓ 1]	2	3	4	5	
teacher (l)	May 30, 1977	June 11, 1977	[✓ 1]	2	3	4	5	
teacher (m)	May 30, 1977	June 11, 1977	[✓ 1]	2	3	4	5	
teacher (n)	May 30, 1977	June 11, 1977	[✓ 1]	2	3	4	5	

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Procedure	Target Date	Date Accomplished	Effectiveness Adequate -- Inadequate					Comments
			1	2	3	4	5	
teacher (o)	May 30, 1977	June 11, 1977	[✓ 1]	2	3	4	5	
teacher (p)	May 30, 1977	June 11, 1977	[✓ 1]	2	3	4	5	
teacher (q)	May 30, 1977	June 11, 1977	[✓ 1]	2	3	4	5	
teacher (r)	May 30, 1977	June 11, 1977	[✓ 1]	2	3	4	5	
teacher (s)	May 30, 1977	June 11, 1977	[✓ 1]	2	3	4	5	
teacher (t)	May 30, 1977	June 11, 1977	[✓ 1]	2	3	4	5	
teacher (u)	May 30, 1977	June 11, 1977	[✓ 1]	2	3	4	5	
teacher (v)	May 30, 1977	June 11, 1977	[✓ 1]	2	3	4	5	
# 21 Verification by principal (a)	May 30, 1977	June 11, 1977	[✓ 1]	2	3	4	5	Listed in files by alphabetical order
principal (b)	May 30, 1977	June 11, 1977	[✓ 1]	2	3	4	5	
principal (c)	May 30, 1977	June 11, 1977	[✓ 1]	2	3	4	5	
principal (d)	May 30, 1977	June 11, 1977	[✓ 1]	2	3	4	5	
principal (e)	May 30, 1977	June 11, 1977	[✓ 1]	2	3	4	5	
principal (f)	May 30, 1977	June 11, 1977	[✓ 1]	2	3	4	5	
principal (g)	May 30, 1977	June 11, 1977	[✓ 1]	2	3	4	5	
principal (h)	May 30, 1977	June 11, 1977	[✓ 1]	2	3	4	5	
principal (i)	May 30, 1977	June 11, 1977	[✓ 1]	2	3	4	5	

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Procedure		Target Date	Date Accomplished	Effectiveness Adequate -- Inadequate 1	2	3	4	5	Comments
#22 Monitor new students	Oct	Oct. 30,1976	Nov. 3,1976	[✓ 1]	2	3	4	5	
	Nov	Nov. 30,1976	Dec. 2,1976	1	[✓ 2]	3	4	5	
	Dec	Dec. 16,1976	Dec. 16,1976	[✓ 1]	2	3	4	5	
	Jan	Jan. 30,1977	Feb. 2,1977	[✓ 1]	2	3	4	5	* school calendar changed due to snow
	Feb	Feb. 28,1977	Feb. 24,1977	[✓ 1]	2	3	4	5	
	Mar	Mar. 31,1977	Mar. 28,1977	[✓ 1]	2	3	4	5	
	Apr	April 30,1977	Apr. 15,1977	[✓ 1]	2	3	4	5	
	May	May 30,1977	June 1,1977	[✓ 1]	2	3	4	5	All en students enrol [illegible]
#23 Plan dissemination		April 30,1977	Mar. 18,1977	[✓ 1]	2	3	4	5	
Schedule and conduct a Board of Directors		June 15,1977	July 15,1977	1	2	[✓ 3]	4	5	Letter sent - late
State Dept of Ed		June 15,1977	June 15,1977	[✓ 1]	2	3	4	5	Letter sent
Georgia Learning RS		June 15,1977	June 15,1977	[✓ 1]	2	3	4	5	Letter sent
Georgia Confederation		June 15,1977	June 15,1977	[✓ 1]	2	3	4	5	Letter/Article sent
System A Workshop		June 4,1977	June 5,1977	[✓ 1]	2	3	4	5	
System B Workshop		June 5,1977	June 5,1977	[✓ 1]	2	3	4	5	
System C Workshop		June 8,1977	- - - -	1	2	3	4	[✓ 5]	will be presented Aug 25 in Clinch County schedule off - had to complete school year
230 [illegible] and analyze date		April 1-May 1977	June 30,1977	1	[✓ 2]	3	4	5	

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Procedure	Target Date	Date Accomplished	Effectiveness Adequate -- Inadequate					Comments
			1	2	3	4	5	
# 26 Write Practicums Report	July 15, 1977	Aug 15, 1977	1	2	[✓ 3]	4	5	Time line Off!!
			1	2	3	4	5	
			1	2	3	4	5	
			1	2	3	4	5	
			1	2	3	4	5	
			1	2	3	4	5	
			1	2	3	4	5	
			1	2	3	4	5	
			1	2	3	4	5	
			1	2	3	4	5	
			1	2	3	4	5	
			1	2	3	4	5	
			1	2	3	4	5	
			1	2	3	4	5	
			1	2	3	4	5	
			1	2	3	4	5	
			1	2	3	4	5	

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